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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

WITH

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THE REPORT

OF

THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL.

For the Year 1867.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education, beg leave to submit to Your Majesty the following Report of the proceedings of Our Committee during the past year for the promotion of education among the labouring classes of Your Majesty's subjects in Great Britain.

Increase of number present at inspection.

During the year (*ending* 31*st August* 1867), as compared with 1866, the number of schools or of departments of schools which were actually inspected was increased by 1,005, and the number of children by 103,496, including 45,835 evening scholars, of whom 24,876 were examined pursuant to Articles 142–9 (*infrà*, pp. lxxvii–viii). The number of certificated teachers found present in the schools inspected was increased by 742, of assistant teachers (*ex-pupil-teachers*) by 163, of pupil-teachers by 564.

Arrest of decline in number of pupil-teachers.

The following table exhibits the extent of inspection during the last five years; and, for the first time during that period, an increase in the number of pupil-teachers is added to the other signs of progress.

	Year ending 31st August.				
	1863.	1864.	1865.	1866.	1867.
Number of schools inspected -	11,230	11,818	12,950	13,586	14,591
Number of children—					
Present at inspection - -	1,092,741	1,133,291	1,246,055	1,287,604	1,391,100
Annual average number attending.	1,006,925	1,011,134	1,057,745	1,062,055	1,147,463
Number of teachers—					
Certificated - - -	9,481	10,193	11,266	11,871	12,613*
Assistant - - -	401	608	933	1,040	1,203*
Pupil - - - -	13,849	11,712	11,383	10,955	11,519*

* The numbers throughout this table are taken from the statistics of *schools actually inspected* between 31st August and 1st September, *infrà*, p. 1, and therefore the numbers of teachers do not correspond with the numbers given *infrà*, p. xciii, where the table No. 2 is brought up to 31st December, and is corrected by the exclusion or addition of all arrears of inspection entering nto the year at its beginning, or remaining over at its end.

Why difficult to obtain pupil-teachers.

The causes which, after the introduction of the Revised Code, led to a rapid diminution in the number of pupil-teachers have been explained in several of the preceding reports of our Committee. The principal of those causes is that, previously to 1863, the amount of the grant to each inspected school depended mainly upon the number of pupil-teachers in it, whereas, since 1863, the same schools have been getting their maximum grants only in proportion to the number, regularity, and proficiency of their scholars, but have had all their own teachers to pay for, and have procured no direct extra subsidy by maintaining an extra number of them. Another cause has been the constant rise of wages in the class from which pupil-teachers are drawn. Pupil-teachers have to be sought among the best and oldest of the scholars, and these, as a rule, are the children of a few of the best of the parents. Such young persons are commended to other employers by the same qualifications which commend them to the managers of their schools. The managers of schools, however, have been naturally slower than other employers to increase wages, because, as they do not work for profit themselves, they are apt to look for service upon something like the same terms. In fact, the managers have not supported the previous rate of pupil-teachers' wages. The average payment of a pupil-teacher per annum by the Committee of Council was 15*l.* for male and female alike; but the returns made for 1,169 pupil-teachers (taken at hazard) give an average of 13*l.* 9*s.* 9*d.* for a male, and 12*l.* 15*s.* 2*d.* for a female pupil-teacher. Nor is the reduced rate compensated, as it might be, now that the stipend of each pupil-teacher has ceased to be issued directly from a central office, by increased frequency of payments; for, of the same 1,169 pupil-teachers, only 44 are paid weekly, 18 monthly, 241 quarterly, and the rest, 666, as before, annually.

Minute of 20 February 1867.

The legitimate compensation of increased teachers' wages lies in increased scholars' fees, and this counterbalancing action is already at work, and was noticed in the report of Our Committee last year. The minute of 20 February 1867 was adopted as another counterpoise. One result of its provisions is seen in the fact, that out of the above-mentioned 564 pupil-teachers whereby the whole number of pupil-teachers in 1867 exceeds that in the preceding year, 392 belong to schools in England and Wales, to which part of Great Britain both the Revised Code (in its financial operation) and the Minute of 20 February

1867 are confined.* That the Minute has not yet produced its full effect, and why, may be collected from such reports as this of Mr. Bonner's (*infrà*, p. 123) :—

"The Minute of February 20, 1867, has not had the effect of increasing the applications for apprenticeship as yet so largely as I anticipated; but I have found, to my surprise, a very large proportion both of managers and teachers still ignorant of its provisions. Candidates have been presented from five schools, however, in which the teaching power would not have been increased but for the additional grant offered by the Minute."

To the same effect Mr. Meyrick (*infrà*, p. 191) :—

"Your Lordships' Minute of February 20, 1867, has been a great boon to schools. The provision respecting pupil-teachers has gone far to arrest the threatened annihilation of that valuable body of young men and women, who while they teach learn, and out of whom, as they grow up, our best principal teachers are formed."

Mr. Sharpe (*infrà*, p. 251) :—

"There is reason to hope that the next year will see some improvement both in the number and character of male pupil-teachers. * * * Since the close of the official year, at an examination held in November, 26 candidates, 13 boys, 13 girls, presented themselves. Seven of the boys came from schools where no fresh pupil-teacher had been apprenticed since the introduction of the Revised Code."

Mr. Watkins (*infrà*, p. 279) :—

"The number of pupil-teachers in my district has fallen off from 181 to 177 during the last two years. I should regret this falling off the more had the candidates of late years been such as those of an earlier period of the apprenticeship; but this is, I think, hardly the case. There are many reasons for the change. Some of them are mentioned in your Lordships' last report (1867); others are purely local, prevailing

* The increase of pupil-teachers is much more marked in Table No. 2, p. xciii, *infrà*, which is brought up to the end of the year, as explained in the last note. The following figures are extracted from that table :—

	Number of Pupil-teachers.				
	England.		Scotland.		
	Male.	Female.	Male.	Female.	
1866 - -	3,722	5,215	1,310	724	
1867 - -	3,988	5,500	1,386	812	
Increase -	266	285	76	88	= 715

The assistant-teachers in the table made up to 31 August appear as 1,203, but in that made up to 31 December as only 1,179. After allowing for the correction referred to in the last note, it is evident that in the last four months of the year, managers have been extensively substituting *new* pupil-teachers for assistants (*ex*-pupil teachers) with a view to complying with the terms of the Minute of 20 February 1867.

in one part of the country and unknown in another. Employment for young people, its character, circumstances, and payment, are the chief causes of the decrease of pupil-teachers in my district, which in its most populous and school-going part is occupied by manufacturing towns and mining villages. In them there is much and increasing demand for the well paid labour of young people. The payments made to them are for the most part higher than those made to their contemporaries under school apprenticeships, and the prospect is just as good, and often more certain. Your Lordships' late Minute (February 1867) will have a good effect in counterbalancing the disadvantages under which the apprenticeship labours."

Cautions to be borne in mind as to the number of pupil-teachers.

Regarding, as We do, the apprenticeship of pupil-teachers as being, upon the whole, the cheapest means of supplying elementary schools with the kind of service which, in schools of a higher order, is rendered by under-masters and governesses, and regarding, as We also do, pupil-teachers as the main source from which the future masters and mistresses of elementary schools are to be drawn, We nevertheless think it far from desirable that the profession should be recruited from this source exclusively, or that pupil-teachers should be so indiscriminately apprenticed as was the case when the offer to pay their stipends was the principal form of aid tendered to every inspected school. Mr. Fearon (*infrà*, p. 317,) writes:—

"I have for some time felt that the training of a pupil-teacher in a Welsh rural school, or in a school in a small rural town, is often of very questionable benefit to the country, and, so long ago as 1846, when the pupil-teacher system was newly introduced, it was remarked by Mr. Fletcher, one of Her Majesty's inspectors of British schools in Wales, that managers and masters were desirous to be permitted to employ pupil-teachers in many places where a good training for them was not available."

Much has been said, and deservedly, in praise of the long preparation which is implied in the five years of apprenticeship, the two years of residence in a training college, and the two more years of probation, before a pupil-teacher is regularly converted into a certificated master or mistress. It is quite true that each one of these steps has its special value, and that, so far, the shorter methods by which a certificate may be reached offer an inferior guarantee for the worth of it. Yet, on the other hand, there are some obvious objections to having no persons for teachers except those who, from the beginning to the end of their lives, have never been out of school, nor have been associated with persons of more varied experience. Mr. Temple (page 260) complains of—

"The helplessness of young teachers, especially masters, when they are put into circumstances in the least degree new, or are required to work without complete and elaborate apparatus. If I wanted to find

the strongest possible contrast to the French cook, who rose so superior to circumstance that he made 24 dishes out of an old pair of boots, I should seek it among masters during the first two and three years after they leave the normal school."

He adds that it rests with the normal schools to remedy this and similar defects; and so, no doubt, it does, in a great measure. The task, however, will be much easier if candidates for admission into those institutions can be drawn in due measure from the class (*c*) as well as from the class (*b*), specified in Article 105 of the Code*. Were an adequate degree of interest shown by the managers of elementary schools in the maintenance of training colleges, it would be easy to find excellent candidates for training among the voluntary teachers in Sunday schools, or among young persons engaged in occupations implying a certain degree of instruction. A very moderate amount of assistance from the certificated teacher on the spot, or, still better, from the clergyman, where he is able and willing to give it, would qualify them to pass the examination for admission. To lower the standard for admission further than at present, would be to turn, *pro tanto*, the training colleges into elementary schools, and to give them work to do which they ought to find ready done. The time (two years) allowed for college is not too long for strictly professional studies. As far as knowledge goes, a trained teacher on quitting college may be quite fit for his work whose knowledge does not exceed that required of a pupil-teacher at the end of his apprenticeship (*infrà*, pp. lxv–vi); but it makes a great difference whether such teacher's stay in college has been occupied in acquiring this knowledge for the first time, or in making it thoroughly his own, and digesting it into the forms best suited for imparting it to others. It has been represented to Our Committee by memorialists† whose position and experience entitle them to much attention, that the present conditions of public aid to training colleges make it superfluous to regard the proficiency of the students on admission, be-

Pupil-teachers not the only source from which training colleges should be filled.

Qualifications for admission into training colleges.

* 105. The candidates are selected, and admitted to the examination, by the authorities of each normal school on their own responsibility, subject to no other conditions than that the candidates—

(*a.*) Intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, or 94, or 98, *b*;

(*b.*) having been pupil teachers, have successfully completed their apprenticeship; *or*

(*c.*) not having been pupil teachers, are more than 18 years old.

† The archdeacons, rural deans, and diocesan inspectors of the diocese of Oxford.

cause, now that grants are paid on those students only who become certificated teachers, the result dispenses with the need for inquiry into the means of accomplishing it. This might be so, if the result were sure to be the same; but such is not the case. Our certificates, as is well known, may be obtained by teachers who have not passed through training colleges as well as by those who have done so.* In other words, not only are the teachers of elementary schools divisible into certificated and uncertificated, but the certificated are again divisible into trained and untrained. The superiority of the trained teachers as a class over the untrained has been confirmed by every inquiry.† But in the application of such a test as inspection there cannot be two measures for refusing to certify. The probationary inspection (Article 73) which is satisfied by the untrained teacher, must, in practice, be all that is demanded of the trained teacher. Hence we have hesitated, without allowing longer time for consideration and advice, to take any step which, by admitting possibly inferior candidates into training, might tend to reduce the trained to the level of the untrained teacher, and thereby weaken the reasons for training at all.

Training colleges.

No one who has studied the subject of elementary education has failed to recognize the indispensable condition of providing for the professional instruction of teachers. The provision made in this country is not inconsiderable. It embraces 37 colleges, or 43 if six colleges providing separately for male and female students be each reckoned as two, and it affords accommodation for 3,205 students, and

---

* The 72nd and 73rd Articles of the Code run as follows:—

72. Candidates admissible to be examined for certificates must be,—

(*a.*) Students in normal schools under inspection (Articles 94, 119, and 120–1); *or*,

(*b.*) Teachers who, besides satisfying Articles 68 and 71, are upwards of 22 years of age, and have either—

1. completed an engagement as pupil-teacher satisfactorily; *or*,
2. obtained at least two favourable reports with an interval of one year between them upon the school in which they are still employed.

73. Candidates for certificates, after successfully passing their examination, undergo probation (*that is to say*), they must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

† We come now to consider the character of the trained teachers when in actual charge of their schools. It is proved beyond all doubt that they are greatly superior to the untrained teachers.—(*Report of the Royal Commissioners*, vol. i., p. 149.)

therefore a supply of at least 1,500 trained teachers per annum, which is equal to maintain a body (if once created) of 21,400 teachers (Report 1866-7, p. xvi.), and these again, allowing the present rate of 85·8 day scholars for each certificated teacher,* are equal to the instruction of an annual average number of 1,836,120 day scholars or (adding one-third for the difference between the annual average number present and the number of scholars on the register) 2,448,160 children receiving more or less of daily instruction. The colleges, however, are not occupied to this extent. In place of the 3,205 students for whom there is room only 2,257 are in residence; that is to say, 922 male students, leaving room for 747 others, and 1,335 female students, leaving room for 201 others. The accommodation in training colleges, therefore, is unused to the extent of 948 students. In other words, these colleges could supply 474 more trained teachers per annum than they do, which teachers, at the same rate of scholars per teacher as above, represent an addition per annum of 40,669 day scholars (annual average number present), or 54,225 annually added to the registers. To put the matter in yet another light, the colleges as now occupied are equal to maintain a body (if once created) of 14,600 teachers, instead of 21,400 teachers, which they would be equal to if fully occupied.

Not fully occupied, especially colleges for masters.

This great divergence between the provision for normal training and the employment of it is a question of the utmost gravity. It does not arise from want of funds, but from want of suitable candidates. If the colleges were fairly filled, the public assistance, added to the funds which they command from other sources, is sufficient. In the year ending 31st December last the certified expenditure of the 37 colleges was 100,124*l.* 17*s.* 3*d.*, of which sum Our Committee awarded 70,751*l.* 10*s.* 8*d.* from the Parliamentary grant. In fact, pecuniary difficulties are rarely pleaded. The pressure put upon Our Committee by the managers and principals of half-empty colleges is not for increased grants, but to be less exacting at the time of entrance as to the age and attainments of such young persons as can by any means be drawn into training. We have stated above why We hesitate to comply with these demands. Another mode of relief might be found in the offer of training with-

Measures of relief suggested.

* *See* tables *infrà*, page 1. In the annually aided day schools in Great Britain inspected in the year ending 31st August 1867 were found 12,602 certificated teachers, and 1,081,389 day scholars (annual average number attending).

out so formal an obligation as is now required to become a teacher in a certain class of schools. The training which fits a man to be a good elementary schoolmaster fits him also for almost every kind of superior calling which is within reach of the labouring or lower middle class. The difference between the number of students in training in 1863 and in 1868 does not represent so much loss to the number of certificated teachers at work. In 1863 the number of students was 3,252,* in 1868 it is only 2,257. The difference is 995. The year 1863 is taken for comparison because it is the year immediately preceding the introduction of the present mode of payment (Articles 98–102[7] of the Code). Under the previous mode of payment, grants to the colleges depended upon the number of students admitted under a promise to become teachers. Now, the same grants depend upon the number of students who, after quitting the colleges, complete two years of probation in actual service, and become fully certificated teachers. It is evident that, under the system now in force, the authorities of each college are compelled by their interest to exercise extreme vigilance in admitting no candidates except those who satisfy them of their *bonâ fide* intention to become elementary teachers in schools for the poor. The duty was the same under the previous system, but the practical interpretation of it was different. Mr. Cowie (Report, 1864–5, p. 334), after a detailed inquiry into one of the largest of the colleges, reported that little more than one half of the number trained in it during the 25 years preceding December 1854 were at that date teaching in inspected schools.

Training colleges depend upon estimate of certificated teachers' position.

The filling of the training colleges is, by the present plan of aiding them, brought into immediate dependence upon the number of qualified persons who really mean to become masters and mistresses in inspected schools, and this number depends at last upon the estimate formed of the prospects of the profession. There is no want of demand for trained teachers, but only at certain wages, which show, indeed, a tendency to rise rather than fall, but are not likely under the present conditions to rise much, for the same reasons which have been noticed in speaking of the remuneration of pupil-teachers, namely, that the managers have no increased profits of their own to reconcile them to an increase in the wages of their servants. The average pecu-

* Report, 1862–3, p. 182.

niary emoluments (including Government grants and all professional sources of income) of certificated masters were—

	£	s.	d.
In 1866 - - -	87	3	0
In 1867 - - -	88	18	5

Of certificated mistresses (not confined to infants)—

	£	s.	d.
In 1866 - - -	55	0	2
In 1867 - - -	55	11	0

Of certificated mistresses (confined to infants)—

	£	s.	d.
In 1866 - - -	52	10	2
In 1867 - - -	53	11	3

Of the whole number (11,272) of teachers upon whom the averages for 1867* are taken, 6,144, or 54·5 per cent. are, in addition to their pecuniary receipts, provided with a house or lodgings rent free.

Certificated teachers' position.

As has been remarked in preceding reports of Our Committee, these wages, if moderate, cannot be considered bad. They are all of them at the rate of more than 20*s.* per week, those of the masters being 34*s.* 2*d.*; they are obtainable early in life, by persons who have either served no apprenticeship, or, if they have done so, have had no premium to pay, and have received wages throughout the whole of it; the labour, if severe, is much shorter than in most other callings; there are holidays, of four or six weeks per annum; the position is one which is exposed to less vicissitude than most, and, if worthily filled, commands universal respect. Its drawback is the want of advancement. Not that this consideration is wholly absent, for some of the best paid of the masters in large towns receive from 150*l.* to 250*l.* and 300*l.* per annum. Still, on the whole, a man of average ability, taking up the profession of an elementary schoolmaster, cannot expect, under ordinary conditions, to receive more than 100*l.* per annum. The fate of the training colleges really depends upon the number of persons whom this prospect may be found to attract. The colleges for females present but little difficulty. The unoccupied part of their accommodation is only 13·1 per cent. of the whole, but in the colleges for males it is 44·8 per cent.

Uncertificated teachers.

In connexion with this question of filling the training colleges, it is important to observe the probable influence

* *Infrà*, p. 5.

which an indiscriminate admission of uncertificated teachers to the same official recognition as certificated teachers would have upon wages.

Annual SALARIES of TEACHERS (certificated as compared with uncertificated).

Average pecuniary Emoluments, including Government Grants, and all Professional Sources of Income.

Masters.			Mistresses.					
			Not confined to Infants.			For Infants only.		
	Uncertificated.			Uncertificated.			Uncertificated.	
Certificated.	In Parts of annually aided Schools.	In Schools not annually aided.	Certificated.	In Parts of annually aided Schools.	In Schools not annually aided.	Certificated.	In Parts of annually aided Schools.	In Schools not annually aided.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
88 18 5	69 18 2	52 14 9	55 11 0	32 3 1	32 17 1	53 11 3	31 15 9	29 0 0

Teachers certificated, but not trained in college.

The profession continues to be very largely recruited from other sources than the training colleges.

The increase (658) of certificated teachers, in the year ending 31 December 1867, over 1866 is made up nearly as follows, viz.:—

Acting teachers certificated in December 1866:—		
Masters	149	
Mistresses	123	
		272
Pupil-teachers provisionally certificated during 1867:—		
Males	19	
Females	76	
		95
Trained teachers		291*
		658

* As it appears from the Report of Our Committee 1866-7, pp. 381-3, 455, and 458, that 1,047 students in training colleges passed their final examinations in December 1866, and as it is certain that nearly all of them found engagements in the first half of 1867, the balance (1,047−291=) 756 must be set down as having gone to supply vacancies in the existing body of certificated teachers, viz., 12,179, at the end of 1866, or 8·2 per cent. The per-centage taken on the numbers at the end of 1865 was 6·9. These figures continue to confirm the calculation that 7 per cent. pretty accurately represents the average annual waste of certificated teachers (Report 1866-7, p. xvi.).

In the six years 1862–7 as many as 1,896 acting teachers have been examined for certificates, of whom 1,448 have passed successfully, viz.,—

Masters examined, 983; passed, 761, or 77·4 per cent.
Mistresses „ 913; „ 687, or 75·2 „

The number, both of acting masters and of acting mistresses, presented for examination in 1867 was greater than in any of the preceding years; and in both cases the percentage of those who passed exceeded the average, viz.,—

Masters examined, 202; passed, 189, or 93·5 per cent.
Mistresses „ 208; „ 166, or 79·8 „

During the same six years 97 male pupil-teachers and 249 female pupil-teachers have been provisionally certificated; 76 of whom, viz., 34 males and 42 females, have already obtained their full certificates.

Provisionally certificated teachers.

Mr. Fearon, *infrà* p. 312, reports favourably of the work of the provisionally certificated pupil-teachers in schools of suitable size and character—

"Three years of inspection among British schools in Wales have fully confirmed me in the impression I derived from my experience among National schools in Cumberland and Westmoreland (and which I expressed in my report on these schools published in the Blue Book for 1864–5, p. 55), that the use of provisional certificates is a really valuable discovery for the benefit of small rural schools. I have now before me the cases of several schools in remote rural districts which, having secured the services of trained and certificated teachers, either failed to retain them after two or three months' trial, or did not pass a good examination before the inspector. The reasons were obvious, the work in such schools is of so humble and elementary a character, the society is so uninteresting, the support to the school is derived from such precarious sources; in short, the present comforts and the future prospects are so slight that a trained and certificated teacher feels that he could obtain more suitable and congenial work elsewhere. He therefore either leaves the school, or, if he stays, his heart is not in the work, and the school does not do well at the inspection. In two schools where such failures occurred, the managers, acting under judicious advice, obtained the services of provisionally certificated mistresses. At my next visit to these schools I found them both doing very well; one school was particularly well filled with pupils of both sexes, some of them being boys above 12 years old. The mistress had them perfectly under control, marched, drilled, and commanded them with quiet but decided authority, and at the close of the day questioned a large class in geography with so much spirit and good sense that, although I have always been an advocate for the employment of women as teachers, I was fairly surprised. The mistress told me she had only once had a difficulty. It was with one of the older boys, but the managers supported her and expelled the offender. Since that the managers told me she never had the smallest difficulty in keeping order. My own observations fully confirmed this statement.

"There are at present in this district 12 schools conducted by provisionally certificated teachers."

Mixed schools.

Mr. Watkins, p. 271, notices the increase of schools in which children of both sexes are taught together over those wherein they are divided.

Out of the whole number (253) of schools, or departments of schools under separate teachers, visited by him in the course of the past year, he observes that,—

"Only 37 are separate schools of boys, and 26 only of girls, whilst the number of mixed schools, *i.e.*, of boys and girls, taught together amounts to 133. This points out a characteristic feature of elementary education, viz., the great preponderance of these mixed schools in the present day. This is caused chiefly by economical considerations. One mixed school can be supported at less cost than two separate ones. And a mixed school under a mistress is cheaper than one under a master, so the former is now frequently preferred to the latter. This is not in general to the advantage of the children, especially of boys taught by a mistress, who, if they be big, have too much their own way in the school, and if they be little are kept on the same level with the girls, half of whose school time is rightly devoted to needlework."

The following table exhibits the operation of the same change throughout England and Wales:—

ENGLAND AND WALES.

Years ending 31 August.	Number of Schools, *i.e.*, Institutions held in separate Buildings, and separately managed.	Number of Departments in those Institutions under separate Teachers.					Per-centage of separate Departments to total Number of Departments.			
		Boys.	Girls.	Infants.	Mixed.	Total.	Boys.	Girls.	Infants.	Mixed.
1863	5,730	2,370	2,069	1,464	2,810	8,713	27·2	23·75	16·8	32·25
1864	5,891	1,980	1,703	1,400	3,592	8,675	22·82	19·63	16·14	41·41
1865	6,367	2,144	1,725	1,491	3,987	9,347	22·94	18·45	15·95	42·66
1866	6,694	2,188	1,799	1,596	4,261	9,844	22·23	18·27	16·21	43·29
1867	7,022	2,263	1,824	1,721	4,556	10,364	21·84	17·6	16·6	43·96
Increase per cent. in 1867 over 1863 =	22·55	−4·51*	−11·84*	17·55	62·13†	18·95				
Increase per cent. in 1867 over 1864 =	19·2	14·29	7·11	22·93	26·84†	19·47				

* Decrease.

† It would be an error to infer that the difference between the per-centages in 1863 and 1864 was wholly due to the consolidation of departments. This same period marks the date at which a change was made in the directions for tabulating the annual returns. In preceding years a department under a master was commonly tabulated as one for "boys," although it might contain girls also; and a department under a mistress as one for "girls," if they were more numerous than boys in the same school. In 1863-4 the distinction began to be uniformly taken between "boys' schools" (*i.e.*, for boys only), "girls'" schools (*i.e.*, for girls only), and "mixed" schools (*i.e.*, for boys and girls together). All these three classes of schools may be taken as one in contrast with infants' schools, from which they are distinguished by the *age* of the scholars. Infants of both sexes are taught together; and, so far, every infants' school is a "mixed" school, but they ought to contain no children over seven years of age (completed), the methods of instruction below and above that age being different.

Mr. Brodie's observations, p. 304, are pertinent upon this subject:—

"Doubtless, a good deal may be written as to the advantage, theoretically, of boys and girls being taught together in the same schoolroom, still practical results in my district point to a quite opposite conclusion. I have examined in the year 36 boys' schools conducted by masters, 34 girls' schools conducted by mistresses, 81 mixed schools for both sexes under masters, nine similar ones under mistresses. I have no hesitation in stating that according to the order in which I have mentioned them so is the relative order of merit and efficiency. In good behaviour, discipline, fruitful and solid results of teaching, to say nothing of the more careful training of pupil-teachers, the separate schools are much the best. In girls' schools especially there is the great advantage that the girls are not disheartened by competition with the boys, with whom they start by no means on fair terms, as so much of their time is necessarily devoted to needlework. The mixed schools under mistresses, nine only in number, and some of the smallest, are fortunately few. They are unsatisfactory, and there is one evil to which they are liable which, if it cannot be quite prevented, might at least be restricted within narrower limits. They are always showing a tendency to become two schools, or perhaps I should more truly say no school at all. The mistress is compelled by circumstances to make her arrangements half for an infant school, half for a girls' school; the result being both discipline far from perfect, and an organization and teaching of a confused and very unsatisfactory type. To some extent this occurs in the least good of the separate girls' schools also, especially where there is no infant school to relieve them of the little brothers or sisters of the older girls. It is obvious that 60 or 70 girls in a girls' school, or the same numbers in an infant school, is quite enough for the energies of any one woman, however clever and active, unassisted by pupil-teachers; and to attempt the management of two such departments jumbled together, and called either 'a girls' school' or 'an infant school,' is to undertake at least twice as much as can be fairly performed.

"I find I have examined 53 infant schools during the year. A few of these institutions are truly excellent; the patience, liveliness, diligence, and ability displayed by the teacher in the use of the ordinary picture cards, ball frame, and various other means for awakening childish curiosity and easily sustaining the attention of the little pupils is beyond all praise. But there are a good many where the teaching is far too mechanical, and the lessons of a too purely routine character. This is the more to be deplored, because it is at this early age, perhaps as much as any, that the first impressions which a child gets exert so large an influence in shaping the future habits and character. I believe that there is not a more thoroughly useful institution than a really well conducted infant school; and as children cannot be kept at school after a certain age, say 11 on the average, for there is a terrible falling off after that age, and still worse after 12 and later, it is all the more important to get hold of the children early, and to preoccupy their minds with that which can be both pleasantly instilled and easily received and assimilated. Of course care should be taken that infants are not received too young, and that such a school does not become a mere place for taking care of and nursing babies; but with our system of inspection this is easily guarded against. On the other hand, an ordinary child of three years old is far better at school than idling in the gutters, or already tasting the fatal liberty of the streets, which cause, after poverty and parental indifference, prevents perhaps more than any other the education of so many youngsters. There is room, in my opinion, for many more infant schools in the most populous

parts of our large towns; there is also room for more improved teaching in many that now exist."

Increased employment of mistresses.

The increase of mistresses over masters noticed by Mr. Watkins in his own district is going on uniformly, though slowly, throughout England and Wales.

Years ending 31 December.	Certificated Teachers.				
	Male.	Female.	Total.	Per-centage to Total borne by	
				Male.	Female.
1863 - -	4,642	3,786	8,428	55	45
1864 - -	4,878	4,159	9,037	53·9	46·1
1865 - -	5,121	4,465	9,586	53·4	46·1
1866 - -	5,393	4,735	10,128	53·2	46·8
1867 - -	5,598	5,065	10,663	52·4	47·6

Mr. Watkins's experience is necessarily affected by the circumstance that, in the reduction of the size of districts consequent upon the increased number of schools requiring inspection, he has now a much greater proportion of rural, and moderately large, schools to visit than formerly, when many of the manufacturing towns, now assigned to other inspectors, fell within his province. In the country, mistresses, by their comparative cheapness, offer the only means of providing teachers with reasonable economy for the smaller class of schools, and they do very well in them. The increase, therefore, of rural schools requiring inspection is naturally marked by an increase in the number of mistresses. This is peculiarly observable, as has just been shown (p. xvii), in the case of the provisionally certificated pupil-teachers. In Scotland, the employment of women as teachers is comparatively modern, and is less common than in England, because the Scotch parochial school, which has served as type for all others in that part of Great Britain, originally admitted masters only, and still admits none but masters as principal teachers. Mr. Black, p. 391, having this circumstance in view, reports—

"I am free to confess that I think it is generally a waste, or perhaps rather a misapplication of power to employ masters, educated or uneducated, in teaching infant classes. Mistresses do the work far better. They have by nature more sympathy with little children, and exert a kindlier, more civilizing, and altogether more beneficial influence over them. The mistresses, too, should be highly educated, the more highly the better, provided their education lie in the right direction.

"By the employment of such a mistress in every mixed school, or at least in every one of considerable size, the mere sewing mistresses, with whom too many are now satisfied, might be dispensed with, and the master's hands so relieved of the work which least suits him as to leave him time for giving 'due attention to the more advanced classes.'"

The concluding part of this extract has an application beyond Scotland, because in every aided school, attended by girls, it is required as the condition of a grant that they be taught to sew.* The combined working of Articles 40, *b*, 2, and 51, *b*, 2, is not always satisfactory,† because, if the infants exceed 40 in number, the managers are sometimes tempted to retain them in the same room with the older children, to the great prejudice of both. The Royal Commissioners (pp. 30 and 165) have emphatically insisted upon the need for infants' schools under teachers trained to use the special methods required for such instruction. We think that, in preparing next year's estimates, it would not be misplaced liberality to increase the grant for infants, under 40 in number, when the inspector reports that they are taught by a certificated or probationary teacher in a separate room, properly furnished for their instruction, and confined to children under seven years of age. If this were done, we think that, on the other hand, the grant of 6*s.* 6*d.* might fairly be refused to any number of children under seven years of age, exceeding 25, who were taught in the same room with older scholars. The present rate of grants for infants is sufficient when the numbers are considerable.

Suggestion for encouraging separation of infants.

The inspectors report almost uniformly ill of the schools visited for simple inspection.

Schools visited for simple inspection.

Alington, p. 28; Alderson, p. 284; Brodie, p. 308; Fitch, p. 348; Fraser, p. 142; Johnstone, p. 166.

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* Article 51, *c*.

† 40. The managers of schools may claim at the end of each year:

* * * * * * *

(*b*.) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—

* * * * * * *

2. If under six years of age, and present, except in united schools (Article *138[2]), on the day of the examination, 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

51. The grant is withheld altogether,—

* * * * * * *

(*b*.) If the principal teacher be not duly certificated (Article 67).

* * * * * * *

Exceptions:—

* * * * * * *

2. Infants, in a separate room, whose average number in attendance throughout the year (Article 17) does not exceed 40, and who form part of one school under a certificated teacher in the same premises.

Yet either the schools of this class which they see are schools held in premises built, some time or other, with the aid of a grant,* and, therefore, for the most part, tolerably commodious, or the managers of them have thought it worth while to invite† inspection for its own sake, and so, presumably, are interested in improving the education which they offer. There is a large number of other schools not reached by inspection at all, of which our Reports give no account.

Proportion of scholars to population.

According to the Report of the Royal Commissioners on Education in England and Wales (p. 573), to which parts of Great Britain the remarks immediately following are confined, the proportion of scholars in week-day schools of all kinds to the entire population was, 10 years ago, 1 in 7·7, or 12·99 per cent., or, deducting the estimated proportion of middle-class scholars (*ibid.*, pp. 79 and 83), 11·33 per cent. These figures do not represent average attendance. From a return made to the House of Commons in the present session (No. 114, I.), it appears that there is room in schools which, at one time or other, and in one form or other, have been aided out of the Parliamentary grant for 7·15 per cent., and that the annual average number of children attending these schools is 5·47 per cent., of the population (1861). Some calculations made by inspectors for particular districts give results which do not vary more than might be expected from the national average. Mr. Bonner, p. 129, found the average number in attendance at all the schools of his district, which had received any kind of grant, to be 5·28 of the population as it was in 1861; Mr. Sewell, pp. 239–40, 6·7 per cent. Mr. Blandford, pp. 118–9, found the average number in attendance at the aided Church of England Schools alone at Derby to be 6·8 of the same population.

In aided schools.

The Table printed at p. 1, *infrà*, of this volume gives 911,681 as the average attendance of day scholars at schools in England and Wales actually inspected, and aided with grants for their maintenance, in the past year.‡ This number is only 4·2 per cent. of the population roughly estimated§ as increased from 20,066,224 in 1861 to 21,741,837 in 1868. It appears, therefore, that of every 11 children of the labouring classes at school, the average num-

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* Article 18, *infrà*, p. xlviii. † Article 19, *ibid.*

‡ The number present on the day of inspection was 1,124,606.

§ As is the population of 1851 (17,927,609) to that of 1861 (20,066,224), so are seven-tenths of the difference to the increase (1,675,613) of population in 1868.

ber of those attending in the past year at schools inspected and aided by the Committee of Council* was about 4.

If this number, therefore, of 911,681, represents the daily operation of the aided elementary schools, it is important to analyze the results given by the examination of the scholars.

Proficiency of scholars in aided schools.

Out of the 911,681 scholars representing the average number under instruction daily, 708,468, or 77·7 per cent. were qualified by age and attendance to be presented for individual examination. The number actually presented was 592,005, or 66·3 per cent. Of these, 364,523 were under, and 227,482 over, 10 years of age. The total number presented in Standards I.–III (lower half) was—

Under 10 years of age, 342,642,
Over „ „ 102,398;

in Standards IV.–VI (higher half)—

Under 10 years of age, 21,881,
Over „ „ 125,084.

The number who passed without failure in any one of the three subjects of examination was 388,775, of whom there were in Standards I.–III.—

Under 10 years of age, 234,995,
Over „ „ 70,618;

in Standards IV.–VI.—

Under 10 years of age, 11,776,
Over „ „ 71,386.

These figures show that, out of every 100 children present (on an average) daily, 22·3 are disqualified either by age (under six), or by number of attendances (less than 200 in the year at the same school), for individual examination, and that of the remaining 77·7, the number actually presented for such examination was 66·3, and of those who passed without failure in any one of the subjects, 42·6. If attention be confined to the scholars over 10 years of age, and therefore touching on the end of their school time, the result is, that out of every 100 of those older scholars examined, only 62·4 passed without failure, although 45 were examined in the three lower standards; those who passed without failure in the three higher standards were only 31·3 out of the 100.

These figures, in various shapes, have been repeated yearly since the system of individual examination disclosed what amount of instruction was being carried away from school by the majority of the children.

* Workhouse and Reformatory Schools are aided through other departments of the State, and are not included in this calculation.

Irregular attendance chief cause of failure.

Occasionally, the fault lies with the school, and this is oftenest the case (We are speaking exclusively of the inspected and aided schools) in the suburbs and other quarters of large towns, where the poor are congregated, under a clergyman struggling single-handed. But, in an overwhelmingly greater proportion, the fault lies in irregularity of attendance. The early date at which children are removed from school is not enough to account for the failure. The Royal Commissioners (p. 174) have recorded their deliberate opinion that children who attend school 100 days and upwards, which is the same thing as the 200 attendances required for individual examination under the Code, "may "learn to read and write without conscious difficulty, "and to perform such arithmetical operations as occur in "the ordinary business of life. This knowledge," the Commissioners go on to say, "they may acquire while under "the influence of wholesome moral and religious discipline, "and they might add to it an acquaintance with the lead-"ing principles of religion, and the rules of conduct which "flow from them." We have seen that instead of 100 who are proved to have acquired, or to be acquiring this proficiency, as measured by complete success in any one of the standards, the aided and inspected schools produce only (388,775 out of 708,468, or) 54·8, *i.e.* not much more than half, irrespectively of all correspondence between age and standard. In justice to these schools, the following figures should at the same time be borne carefully in mind :—

PER-CENTAGE of SCHOLARS who have attended same School in Year ending 31 December 1867.

Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over
39·14	22·38	15·1	10·03	6·53	6·82

There can be no doubt that, owing to the migratory habits, and capricious preferences of the poor, at least in towns, the same child attends many schools in the course of its school life, or even in the same year. Probably, therefore, a greater number make up, in this manner, 100 days of attendance per annum than would be inferred from the number found to have done so in the same school. But if all the retarding effects of such changes are considered, attendance of less than 100 days at the same school does not leave much room to hope for satisfactory effects from it.

The per-centages of passes in the several subjects of ex-

amination* would not be unsatisfactory, if the number of children *examined* were the same as the number *attending*, and if these per-centages did not ignore distinctions of age, which detract from the value of passes in the lower standards.

Of day scholars above six years of age, individually presented, in years ending 31 August 1866 and 1867, for examination under standards, there passed per 100 of those presented,—

Under Standard.	In Reading.				In Writing.				In Arithmetic.			
	1866.		1867.		1866.		1867.		1866.		1867.	
	England.	Scotland.	England.	Scotland.	England.	Scotland.	England.	Scotland.	England.	Scotland.	England.	Scotland.
I.	85·25	92·81	86·63	95·38	89·86	86·32	91·63	91·51	80·26	77·18	82·38	83·02
II.	87·22	93·98	83·11	95·53	94·78	94·47	95·82	96·77	72·59	77·55	73·92	81·66
III.	91·23	94·88	92·02	96·7	80·75	82·54	82·14	85·96	75·07	80·71	76·86	83·85
IV.	93·4	95·81	93·2	97·43	73·56	75·52	73·74	78·61	66·93	76·4	64·97	78·33
V.	94·09	97·04	93·72	98·27	81·87	86·47	80·56	86·78	73·15	84·04	69·21	82·49
VI.	95·09	96·01	94·61	98·53	87·35	87·97	84·91	90·59	74·42	84·96	70·19	87·13

If the last group of columns in the following Table be read *vertically* it will be seen that throughout all the lower standards, the per-centages of scholars presented for examination *exceed* the per-centages of scholars at the ages respectively corresponding to the standards; but that in all the higher standards, the per-centages of scholars presented for examination *fall short* of the per-centages of scholars at the several ages corresponding to the standards:—

*	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.	Narrative in monosyllables.	One of the Narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing.	Form on blackboard or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic.	Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10: orally, from examples on blackboard.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money.)	A sum in compound rules (commonweights and measures).	A sum in practice or bills of parcels.

Schools visited in the Year ending 31 August 1867, whether on account of Annual Grants, *infrà*, pp. 7–12), or for Simple Inspection, *infrà*, pp. 17–18.

—	No. of Day Schools visited.	No. of Departments under separate Teachers in same Schools.	No. of Scholars on the Books of same Schools.	No. of Scholars found present in same Schools, on Day of Inspection.	Annual Average No. of Scholars attending same Schools.	Number of Scholars over Six Years of Age presented individually for Examination in same Schools under Standards							Per-centage of Number of Scholars presented under each Standard upon Annual Average Number attending.						
						I.	II.	III.	IV.	V.	VI.	Total.	I.	II.	III.	IV.	V.	VI.	Total.
England -	7,577	10,982	1,376,882	1,158,256	926,370	183,516	149,874	116,006	82,674	43,332	22,330	597,732	19·81	16·18	12·52	8·92	4·68	2·41	64·52
Scotland -	1,763	1,919	216,030	184,213	172,372	27,010	23,789	21,189	14,279	8,294	5,004	99,565	15·67	13·8	12·29	8·29	4·81	2·9	57·76
Total -	9,340	12,901	1,592,912	1,342,469	1,098,742	210,526	173,663	137,195	96,953	51,626	27,334	697,297	19·16	15·8	12·48	8·83	4·7	2·49	63·46
														47·44		+	16·02		= 63·46*
Per-centage of scholars - -													11·29	12·67	11·75	11·43	9·98	17·66	
														35·71		+	39·07		= 74·78†
Aged between - - -													6 & 7	7 & 8	8 & 9	9 & 10	10 & 11	over 11	

* The difference, 36·54, between 63·46 and 100, is made up of scholars not examined, *e.g.*, such as are under six years of age; such as have attended school less than 200 times in the year; and such as (though qualified by age and attendance) have *not*, from various causes, undergone examination.

† The difference, 25·22, between 74·78 and 100, is made up of scholars under six years of age.

Taking with these qualifications the total average percentage of passes obtained in 1867 at the inspected schools at 90·71 in Reading, 87·59 in Writing, 76·28 in Arithmetic, the inspectors express themselves as best satisfied with the quality of the Writing, least so with that of the Arithmetic, and as doubtful what value to put upon the Reading. Of reading, Mr. Alington says (p. 21):— Reading.

"Of the reading, in which the number of failures is least, I cannot speak with any satisfaction. The small number of failures can be easily accounted for. It is scarcely possible that judgment should be passed with the same precision against a bad reader as against a bad speller or a bad arithmetician. Nervousness and consequent indistinctness or accent may often fairly enough be taken as an excuse for indifferent reading; and, as a rule, there are fewer who do their work really well, and more who just accomplish enough to be admitted to a pass in this, than in either of the other subjects. At the same time I hope in future to be able either to report an improvement in the reading, or a higher average of failures."

Mr. Watkins (p. 274):—

"By this term (*read passably*) I understand fluently, correctly, and with proper observance of stops, but I have never held it to require *expressiveness* in reading, which alone shows intelligence of the subject-matter, and is of any real use to the reader. I must record my conviction, from two more years' work, that the character of reading required under the Code and obtained by it is altogether insufficient and almost illusory. It does not convey the idea that the reader is interested in his book, or hold out the hope that he will voluntarily take to it when he is his own master in life. The meaning of any but the commonest words is generally unknown to him, and allusions to other matters—places, persons, things—are for the most part thrown away upon him."

Mr. Kerr (p. 397) expresses the medium judgment of his colleagues—

"In this branch there is on the whole improvement. As in writing and arithmetic, a great diversity of proficiency is included under the "pass;" a satisfactory fluency is, however, common. Not unfrequently prose is read with creditable expression, but it is comparatively seldom, though there are some praiseworthy exceptions, that poetry is well read."

The complaint about the bad reading of poetry is almost universal. Mr. Campbell (p. 134) would omit this exercise altogether, and Mr. Watkins (p. 274) speaks of it as "very questionable." We do not agree in these opinions. Mr. Matthew Arnold (p. 299) points out one cause, at least, of the failure:—

"Perhaps it may be permitted to an ex-professor of poetry to remark that in general the choice of poetry in these books is especially bad; I print in a note a specimen of popular poetry from the 5th Standard book of a series much in vogue. In the 5th Standard the scholars have, as is well known, to read poetry aloud for an examination. When one thinks how noble and admirable a thing genuine popular poetry is, it is provoking

to think that such rubbish as this should be palmed off on a poor child for it with any apparent sanction from the Education Department and its grants."

He adds (*ibid.*)—

"These books are very often compiled by persons quite incompetent for the undertaking. It seems to me very desirable that the Education Department should here, as in other countries, exercise some control over school books in aided schools; and all the more so because, with our present system of grants, these books profess to be in immediate correspondence with our requirements. It is very usual for the scholar to have to purchase his reading book, which is often the only book of secular literature in his possession; it is important to do what we can to ensure its being a good one."

Several of Her Majesty's inspectors report the injury which (quite mistakenly for the purpose in view) is done to the children by making them read over and over again the same lesson books in order to be sure of passing as readers on the day of examination. The words "book used "in the school," in Article 48, have the advantage of barring all questions as to the inspector's selection of a suitable test; but the abuse of this liberty by the managers would warrant an inspector in recommending the refusal of the grants for reading.

Mr. Scoltock (p. 363) writes :—

"Some of the so-called books are so thin and contain so little printing, not to allude to information, that they are merely worthless pamphlets in stiff covers. The book question is a great difficulty when looked at from an inspector's point of view. Too often books are chosen by teachers as being very easy, with a hope that the children may get them by heart, and thus slip through the required examination; of course this trick can be readily found out and defeated, but the loss to the children is great, for they are kept to a few pages during the year and then presented in the lowest possible standards. Perchance, one year a book is accepted as containing a fair amount of print, before the next year a new edition of the series comes out but much reduced in size. In Standard I. there is an especial difficulty, for the books out of which the children sometimes read are only fit for infants under six years of age. I see no remedy for the evil unless a fixed number of pages be required in each standard. Such a rule would leave the choice of books to the managers, and would only insist upon the books being of a certain thickness."

Mr. Blakiston, p. 104 :—

"In dictating to the fourth Standard, I have occasionally altered the words of the book slightly. In such cases I have often found the original words substituted for my own by one or more children, which of course showed that the book had been conned over and over again till it was known by rote :—a fact which sometimes compels me to make them read backward."

Mr. Binns, p. 83 :—

"I still further regret to observe a tendency among certain teachers to limit the attention of their scholars exclusively to one reading book

each year, under the mistaken idea that they will thereby be better prepared for passing before the inspector, rather than seeking by an occasional variety to create an interest in their studies and a desire for more extended information. * * * I have noticed also that advanced scholars in Standard VI. are too frequently restricted to the reading books used in Standards IV. and V., so that when they come to be tested from a newspaper or higher work from the teacher's library, they exhibit a painful want of adequate preparation, and the truth is then elicited that they have never been subjected to such an ordeal before. It is desirable that the clergy and managers should occasionally hear the various classes read before them, and then give the teachers the benefit of their impartial criticism and advice."

Mr. Sewell, p. 226:—

"Where this exercise is not well done, it is often found that a change of books will improve it when the greatest pains are wasted with books that are old and familiar. A new book requires both teachers and children to look at it while they read, and to pronounce each word as they receive the impression of its printed symbol on their eyes. Thus clearness of pronunciation and vivacity are produced; but a book so well known as to be seen, so to speak, without being looked at, is read with confusion and indistinctness. Those books are found best that have, among other things, their letter-press broken up into short paragraphs with plenty of beginnings and endings for the eye to rest upon. The children have not then to gaze across a seemingly trackless wilderness of words, but find halting places which diversify the dull monotony of the page. The weariness which most men feel in reading a page of folio children feel in reading from a book printed in continuous unbroken lines."

Mr. Robinson, p. 217:—

"In the reading of a class or standard it makes all the difference whether one small book has been read through and through for the whole year, or a variety of books, so as to accustom the children to the sight of many words and phrases. In the first case nearly all the lessons may be known by heart, and no testing of the power of *reading* can be had, while the child's acquaintance with his mother tongue has been restricted to very narrow limits indeed, and for the acquirement of the art of reading time has been thrown away; but if the range of experience has been widened it is found that no lower certainty of performance in the given standard is achieved, while comparatively a world of information and a vast fund of intelligence, as well as a better practice in pronunciation, expression, and readiness, is opened out to him. Yet both these extremes are to be found. The first, it is to be regretted, with the great majority is adopted as the safest course for the individual examination, and as least expensive in the outlay for books, and yet thereby much opportunity is lost to the children, for the reading lesson affords a ready hinge for collateral information and intellectual cultivation.

"Better than the purchase of reading books is the plan now adopted in some of the best schools of taking out on loan by subscription from a library, which has been established in London for this purpose alone, sets of suitable books, which are exchanged at the month's end, or at longer intervals. This ensures a constant succession of books, and more expensive works of a higher character are thereby put before the children. The success of this undertaking is showing itself in the reading of those schools which have availed themselves of it, and the cost of subscribing does not exceed the usual outlay for books."

Arithmetic.

Upon the faults principally observable in the teaching of arithmetic, Mr. Alderson, p. 285, may be taken as representing the general judgment of his colleagues:—

"In arithmetic, the tendency to a mechanical and unintelligent type of instruction is even more apparent. Just what he expects to have to do, propounded in exactly the way in which he expects to have it propounded, a boy presented, say, in the fourth Standard, generally does extremely well. But vary the form of the proposition in the slightest degree, or state it in terms slightly different from those which his teacher has adopted, and he is altogether thrown out and puzzled. He does not do "those sums" he will tell you. Such a sum, for instance, as the following is done with great ease and accuracy by any fourth Standard of average efficiency: substract 4*l.* 3*s.* 4*d.* from 1,000*l.* But let the sum be stated thus; substract 1,000*d.* from 1,000*l.*, and hardly a boy in the class will do it. Even in the best schools in my district, I have found very few scholars presented for examination in compound rules able to solve such a problem. What has surprised me much more is to find teachers putting so narrow and literal a construction on the requirements of the Code as to object to the setting of such a sum. They have told me repeatedly that it is a sum which involves reduction, and that the Code, while it prescribes compound rules, does not require reduction. * * * To contend that it is excluded in teaching those rules is as unreasonable as to contend that when a man stipulates for a house he has no right to expect a staircase in it to enable him to get from one story to the other, or to maintain, with Portia, that a pound of flesh does not include the drop of blood without which it cannot be obtained. * * * I am fully aware of the great multiplicity of details to which a teacher must attend in preparing his scholars for the rigorous test of individual examination. In many cases he has not much time or opportunity for elaborating his instruction. At the same time it appears to me clear, that * * * unless a vigorous effort is made to infuse more intelligence into its teaching, 'Government arithmetic' will soon be known as a modification of the science peculiar to inspected schools, and noticeable chiefly for its meagreness and sterility."

Precautions against merely mechanical instruction.

It was foreseen in introducing the Revised Code that "the examination of individual children according to a "fixed standard must always be, to a considerable extent, "mechanical," * and the following extracts from the instructions issued to Her Majesty's Inspectors of schools on that occasion show how their attention was called to the danger, and what powers were given to them for obviating it.

"The grant to be made to each school depends, as it has ever done, upon the school's whole character and work. The grant is offered for attendance in a school with which the inspector is satisfied. If he is wholly dissatisfied (Article 50), and if the reasons of such dissatisfaction are confirmed (Article 51 e) no grant is made. You will judge every school by the same standard that you have hitherto used, as regards its religious, moral, and intellectual merits. The examination under Article 48 does not supersede this judgment, but pre-supposes it. That

* Report of Committee on Education, 1862–63, p. xviii.

article does not prescribe that, *if thus much is done, a grant shall be paid;* but, *unless thus much is done, no grant shall be paid.* It does not exclude the inspection of each school by a highly educated public officer, but it fortifies this general test by individual examination.† * * * In order that your judgment of the general character of a school may carry due weight, power is given to you under Article 52 a to reduce the grant allowable for attendance and examination. My Lords do not wish this power to be exercised in any but serious cases. You are not permitted, therefore, to recommend a reduction of less than *one* tenth part of the whole. You have *five* such tenths at your disposal, and may apportion one or more of them upon such faults as * * * dull and unintelligent teaching."‡

Reductions under Article 52 a have been imposed in the past year to the extent of 2,897*l.* 13*s.* 6*d.*

While, however, these evils, which arise from errors in the mode of preparing candidates individually for examination, and not from examination itself if properly conducted, require to be watched with the utmost vigilance, the advantages which a system of individual examination offers over any which is only of a general character continues to be acknowledged. The reasons in favour of individual examination which led the Royal Commissioners to recommend the adoption of it, are stated in their report (pp. 156–7) in these terms:— Reasons for individual examination.

"No doubt a high and disinterested sense of duty might lead them to go through, or to see that their pupil-teachers go through, the necessary drudgery. Such a feeling is rare in all callings and in all classes. In most cases no other adequate motive exists. The reputation of the school and the augmentation grant, and certificate of the teacher, depend upon the general character and management of the school. If a fair average number of children are ascertained by examination to be well taught, if the school is well arranged, if its general appearance, and, as the inspectors say, its 'tone' is satisfactory, if the pupil-teachers are well trained, and if the master or mistress teaches in a skilful and intelligent manner, and maintains discipline kindly and firmly, nothing more is required. All this is most important. It is intimately connected with all the higher results, the moral results of education. It contributes largely to the humanizing and civilizing influences of the school, and it ought on all accounts to be required in all cases, and where it exists to be commended and rewarded. Excellent, however, as it is, it is consistent with an enormous amount of ignorance of the most essential elements of education on the part of a large proportion of the scholars. Many children in a school which fulfilled all these conditions, and who had had opportunities of learning, might, and probably would be, unable to read and write in such a manner that it should be a pleasure to them to do so. Just as many boys at the great public schools, Eton, Harrow, or Rugby, may have received great advantages from the general influences of the school, though they are unable to read an easy Latin book with satisfaction a year after they have left. To know Latin well is not absolutely essential, but to be able to read

† Report of Committee on Education, 1862–63, p. xviii. ‡ *Ibid.*, p. xx.

and write is so; and however good the influences of an elementary school may be, it has failed with respect to every child who having attended it for a certain time has not learnt these things perfectly.

"There is only one way of securing this result, which is to institute a searching examination by competent authority of every child in every school to which grants are to be paid, with the view of ascertaining whether these indispensable elements of knowledge are thoroughly acquired, and to make the prospects and position of the teacher dependent, to a considerable extent, on the results of this examination. If teachers had a motive of this kind to see that all the children under their charge really learned to read, write, and cypher thoroughly well, there can be little doubt that they would generally find means to secure that result, and the presence of such a motive would do more towards the production of the required effect than any remodelling of the training college system. It must always be a matter of speculation whether a lad who learns Latin in a training college will teach little children to read better or worse than a lad who learns chemistry. But there can be no sort of doubt, that if one of the two finds that his income depends on the condition that his scholars do learn to read, whilst the other is paid equally well whether they do so or not, the first will teach more children to read than the second. The case is one in which the question of power is subordinate to that of will. The teachers sent out from the training colleges are quite good enough; and, to use Dr. Temple's forcible expression, the nature of their duty 'is so continually 'dinned into their ears, that they can hardly forget it.' The object is to find some constant and stringent motive to induce them to do that part of their duty which is at once most unpleasant and most important. Every security is at present taken to enable them to do it, and to show them that it ought to be done, but sufficient effort is not made to ascertain that it really is done. The alterations which we recommend will, we trust, supply this omission."

Testimony in favour of individual examination.

The system of examination under the Revised Code was likely, for many reasons, to be more unpopular in Scotland than in the rest of Great Britain; yet Mr. Black, *infrà* p. 388; Mr. Kerr, p. 398; and Mr. Scougall, *infrà* p. 443, report that the prejudice against it is subsiding as it comes to be better understood, and that it has not led to a neglect of the higher subjects of instruction. Dr. Woodford, p. 421, qualifies his assent, but admits that "the new Code is "undoubtedly working a great improvement within its "specified range . . . in as far as what is done is real, "and is extended to a much greater number of the children" than was the case with "those teachers who used to try to "cover elementary deficiencies by getting up a few showy "things for examination days."

Of inspectors acting in England and Wales, Mr. Binns, p. 78, Mr. Fraser, p. 138, Mr. Renouf, p. 371, Mr. Sewell, p. 284, Mr. Temple, p. 257, and Mr. Warburton, p. 268, all give striking testimony of the good effects which they have observed to result from the system of individual examination introduced by the Code.

Mr. Watkins, p. 272, draws an important inference from

the improved attendance on the day of the inspector's examination:—

"In day schools the attendance at the inspector's examinations is always larger than the average attendance; during the last year it was nearly 27 per cent. larger in my district. This, I think, points to two facts, first, that the children are not—as is sometimes said—afraid of the examination and consequently nervous in it; secondly, that the managers of the school, who thus contrive to obtain a good attendance on this day, might, by a little more exertion and more constant stimulus, increase the attendance on all other days, and so materially affect the well doing of the school."

The inspectors who express most dissatisfaction with the consequences of this part of the Revised Code are the Rev. C. J. Robinson, and Mr. Matthew Arnold. The latter p. 296, reports as follows:—

Mr. M. Arnold's opinion unfavourable.

"The mode of teaching in the primary schools has certainly fallen off in intelligence, spirit, and inventiveness during the four or five years which have elapsed since my last report. It could not well be otherwise. In a country where everyone is prone to rely too much on mechanical processes, and too little on intelligence, a change in the Education Department's regulations, which, by making two-thirds of the Government grant depend upon a mechanical examination, inevitably gives a mechanical turn to the school teaching, a mechanical turn to the inspection, is and must be trying to the intellectual life of a school. In the inspection, the mechanical examination of individual scholars in reading a short passage, writing a short passage and working two or three sums, cannot but take the lion's share of room and importance, inasmuch as two-thirds of the Government grant depend upon it; yet I find, from tables drawn up for me with great care by my valuable assistant, Mr. Healing, that of this examination, into which, in schools like British and Wesleyan schools where the religious instruction of the children is withdrawn from inspection, the whole inspection tends to resolve itself, more than 49 per cent. of the children in average attendance in the schools inspected by me this last year had no share. More than 14 per cent. of the children in average attendance were under six years of age, and therefore not examined for the grant; more than 27 per cent. of them did not appear on the capitation schedule at all, not having attended school often enough; there are left, therefore, as subjects of examination, not more than about 58 per cent. of the scholars. The inspection, therefore, is not now that stimulus to the whole school which it was when a proportion of each class, picked at random by the inspector, were freely examined by him."

In order to estimate accurately the force of these observations, the exact words of the Code should be referred to. Article 40 prescribes that the managers may claim—

For every scholar who has attended more than 200 morning or afternoon meetings of their school:—

1. If more than six years of age 8*s*., subject to examination (Article 48).
2. If under six years of age, and present * * * on the day of the examination, 6*s*. 6*d*., subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

It will be seen from this Article that, although children under six years of age are not subjected to *the same* examination as older children, yet that the grant of 6*s.* 6*d.* for each of them is not offered unless they are present on the day of inspection, nor unless the inspector makes such a report upon their instruction as implies his having attended to them quite as minutely as he was ever required, or is believed, to have done before the introduction of the Revised Code. Mr. Arnold's 14 per cent., therefore, of children under six years of age are left by the Revised Code on precisely the same footing as it found them. With regard to the 27 per cent., or, as the figures seem to require,* the 35·5 per cent. of scholars who were qualified for examination by age, but were not presented for want of attendances or for some other cause, they are not put by the Revised Code in a worse position than before as regards their share in the stimulus applied by inspection to the whole school, unless there is something in the Revised Code which forbids an inspector "to "pick at random a proportion of each class, and examine "it freely." Upon this point it is sufficient to refer to the instructions quoted above, p. xxx, and to add that as Mr. Arnold has been, under the Revised Code, furnished with an assistant, and is at liberty to delegate two-thirds of the individual examinations to this officer, he has the rest of his own time as free for general inspection as under the former system. An inspector, under any system, would not have adequately discharged his duty, who had failed to verify his general impressions of a school by a detailed examination of fully one-third of the scholars, and Mr. Arnold is required to do no more now. On reference to page 14 below, it will be seen that not two-thirds, but less than one-half of the annual grant to elementary schools is paid on examination under the Revised Code, viz., 201,996*l.* 14*s.* 6*d.* out of 438,009*l.* 16*s.* 8*d.* It is true that a larger part of the grant depends upon the kind of examination introduced by the Revised Code than upon any other one item, and it is also true, that upon whatever conditions the grant principally

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* Examined - - - - 50 per cent.
Not examined:
Under six years of age - - 14·5 „
Attended too few times - - 27·5 } 35·5
Balance - - - - 8 }
100

According to the table at p. xxvi the scholars examined in England and Wales are 64·52 per cent. of the average number attending.

depends, those conditions are apt to receive too exclusive attention from managers and teachers. Mr. Kennedy, *infrà*, p. 176, expresses the judgment of many other of his colleagues:* Tendency to exaggerate objects of grant.

"One point in connexion with the management and teaching of schools no one regrets more than I do, I mean that everything connected with the teaching of the schools seems in too many cases referred to the inspector's visit. This comes out often quite unconsciously on the part of managers and teachers. I am frequently surprised and sorry to see how little value a master attaches to anything he may have taught his scholars for the sake of the intrinsic value of the instruction itself. Unless it pays, or comes out in some way at my inspection, the master seems to think his teaching to have been wasted. I have observed a teacher seem to think even his religious teaching thrown away unless brought into display at my examination."

The evils incident to individual examination are those which are just now most dwelt upon. But before 1861, as the extract given above at p. xxxi from the Report of the Royal Commissioners sufficiently shows, an opposite set of evils was at least equally apparent.

The point at which this conflict of objections can, and ought to be, reconciled is provided in the duties assigned to the inspector. The Royal Commissioners are often quoted to show the necessity for individual examination; but they insist in the very same passages (pp. 156, 342, &c.), with equal emphasis, upon the necessity of retaining a liberal and intelligent inspection. There is room for other than mechanical instruction even within the limits of Article 48. It can only be by the express recommendation of an inspector that any school obtains its full grant while it produces nothing better than mechanical results, and if, after due warning, any school continues to do so, the reason must lie in the inspector's acting on only half of his instructions (*suprà*, p. xxx). So long as an inspector's standard is known, and is not more than reasonably high, schools work up to it with quite as good an average of success as they exhibit in reaching a more indulgent minimum. Mr. Temple, *infrà*, p. 258, reports:— Duties of inspectors.

"The Minute of the 20th of February 1867 so entirely coincides in its aims and methods with the views which I ventured to express two years ago, with regard to the necessity of instruction in the higher subjects of history, grammar, geography, &c., for the purpose of calling out the intelligence of the scholars, that it would be presumptuous in me to say as much in its praise as I think it deserves. I cannot, however, help feeling a little triumph at the fact that the teachers of my district, who

* Campbell, pp. 134–5; Johnstone, p. 157; Robinson, p. 218; Temple, p. 259.

have, I know, been inclined to think me rather unreasonable in my demands for the higher subjects, are now reaping the benefits of my mode of examination, as their scholars were in most cases prepared to satisfy the tests of the new Minute at once, and so the schools in my district have generally obtained the additional grant in the first instance.

"The teachers should bear in mind that in choosing one additional subject as the special test for the grant under this Minute, they do not free themselves from the duty of teaching other subjects as heretofore, for I shall not consider a school as in a high degree of efficiency unless the first class, at least, has a fair elementary knowledge of grammar, geography, and the outlines of English history."

Religious knowledge.

Religious instruction (in schools connected with the Established Church) is continued under the same regulations by the Revised Code (Articles 51 *e*, 52 *a*) as by the former one, and failure in this subject operates, according to its extent, in reducing the grant, or causing it to be withheld altogether. The same complaints continue to be made, as in past years, by the inspectors that they find more information than intelligence in this part of their examinations. The least favourable judgments are pronounced by Mr. Campbell and Mr. Watkins.

Mr. Campbell, p. 134:—

"Of the religious knowledge I can only repeat my remark of 1866:—'I am compelled to say that I consider the religious instruction in 'schools of my district to be not sufficiently advanced or soundly given 'to serve as a test of the general intelligence of the school, *independently 'of any higher consideration.*'"

Mr. Watkins, p. 278:—

"Knowledge of Holy Scriptures, of the Church Catechism, and generally of the Book of Common Prayer, is not, I believe, equal to what it was a few years ago. It certainly is not what it ought to be, either in fulness or accuracy. It is greatly deficient in application to the hearts and consciences of the children. Bible history seems in many cases to be read just like English history; the lesson is gone through, the books are closed. Some matter-of-fact questions are asked, and answered either by a few leading children, or in a stentorian voice, by the whole class following their lead. Then 'the time is up;' another and better-paying lesson must begin. The same mistakes which I have noticed for 24 years in the repetition of the Catechism still occur; the same in the Creed, the same in the Commandments, the same in the Sacraments. Teachers say, and with perfect truth, that they have corrected these errors over and over again. Some of them also say that the children do not in general make so many mistakes. Here I believe they are wrong. The mistakes are made, but are so common, so expected, so *natural*, that they are unnoticed by the teachers; even 'Spontius Spilate' passes without remark.

"And connected with this subject, and cognate to it, I must remark that the school prayers, in several schools, are not devotional, indeed, are hardly decent. Neither the masters nor the other teachers kneel down. The prayer is either a rapid gabble or a coarse intonation. A hymn is shouted, and the day's devotions are at an end. There are, indeed, places where the prayer is simple and earnest, and the hymn beautiful from the number of young voices joining harmoniously in it.

But this is not so frequent as it ought to be. The pressure of work and the necessity of attending to other things prevent many a well-meaning teacher from giving so much thought to this subject as its importance deserves; but he should not forget that at school and in school prayers the habit of devotion or carelessness is often formed for life."

Mr. Edward Arnold, p. 44, may be quoted as representing the more favourable of the judgments pronounced by his colleagues:—

"When I speak, therefore, of the religious instruction as being satisfactory, I do not mean to say that the children in the upper classes generally have much knowledge of the Liturgy, or thoroughly know and understand the Catechism; but they have what I consider to be a very satisfactory amount of religious knowledge for children of their age. They know the outlines of the early books in the Bible, with a more special knowledge of the first few chapters in Genesis and the departure of the Israelites from Egypt; in many cases they know the history of the Israelites, in more or less detail, down to the time of the Captivity; they know the narrative in the four Gospels of the life of our Saviour; and sometimes, but much more rarely, the history of the Acts of the Apostles; they can repeat the Creed, the Lord's Prayer, and the Ten Commandments, with the explanation given of them in the Catechism; while the younger children are almost always taught to repeat hymns. I do not mean to say that the knowledge of the children in every school is satisfactory on all these points, of course it is not; but it is not often that I have to give a lower mark than fair to the result of this part of the examination, and only in eight instances was the ignorance of the children so great as to oblige me to recommend a reduction of the grant or a caution for next year on its account. The most satisfactory part, however, of the religious instruction is common, I truly believe, to all the schools which I inspect. In all of them religious motives are held up to the children as the true principles of action; in every book which they read, whether sacred or secular, and I am persuaded also, in every comment on the part of their teachers, the love of God and of their Saviour is always appealed to as the principle which should mould their hearts and lives."

Mr. King, p. 183, represents the medium or average judgment:—

"The religious knowledge is certainly better, it is more generally diffused, and I have very rarely had occasion to notice any marked deficiency. At the same time I must repeat, in a slightly modified form, my remark in my last report, that while the children are carefully taught the details of the Bible history, the lessons of life and conduct to be derived from them, and the bearing of the teaching and doctrines contained in the portions selected for instruction, are not sufficiently impressed upon the children's minds. There is a better acquaintance with the Catechism, but in this and in the Church services generally there is room for considerable advance. I think there is often a want of judicious training on this subject, the reasoning powers of older children not being sufficiently exercised: they are taught to *remember* but not to *think* or *reflect*."

The following extracts bear on important points of the same subject.

Mr. Blandford, p. 114:—

"Fears were entertained by managers of schools lest religious instruction should be neglected on the introduction of the Revised Code,

because it was supposed that the tendency amongst masters and mistresses would be to occupy themselves in teaching those subjects for which grants were made. So far as my own experience is concerned such fears, by whomsoever entertained, have proved groundless in reference to religious instruction, and considering that the clergy have practically not only the superintendence but the giving of the religious instruction in Church of England schools, it is difficult to understand how such an apprehension could or indeed ought to have arisen on their part. It is incumbent upon Her Majesty's inspectors of Church of England schools to satisfy themselves as to the character of the religious instruction given in them, and to report upon it; if they do not do so they are not acting according to their instructions; but this omission does not and cannot remove one jot or tittle of the responsibility of giving religious instruction, which, whether their schools are under inspection or not, primarily rests with the clergy, and under their direction with the teachers. There is nothing in your Lordships' Minutes nor in the clauses of the trust deeds of Church of England schools which ever has hindered or can hinder a clergyman from giving sound religious instruction in his school every day, or twice every day if he is disposed to do so."

Mr. Temple, p. 259:—

"With regard to the religious instruction, so far as an intellectual knowledge of the events, words, and meaning of the Holy Scriptures and Church Catechism is concerned, it is the most satisfactory subject that I examine in, but I observe in my notes that the schools are not many in which I say that the characters of the children are likely to receive permanent benefit from the religious teaching.

"Wherever I have said this, without, I believe, a single exception, the Scriptures and Catechism lessons have been given, or at least directed by a clergyman.

"I attribute no blame whatever to the teachers on this account, but the truth is that the necessarily *hard* way in which a subject comes to be regarded by those who have been lectured and examined in it for years makes such a training by no means the best preparation for teaching young children to be Godfearing and good.

"The poorer classes of those parts of England with which I am acquainted do not connect religion with the ordinary day school teacher and teaching, for that they look to church, chapel, and Sunday school, and I doubt whether in Cheshire it ever enters into the head of any child to think, that because it has been at a Church day school it ought to grow up a Churchman."

Mr. Sewell, p. 227:—

"The real effect of religious instruction in school must not be judged by the accuracy or otherwise of the children's answers. That accuracy is indeed the only assurance a stranger, examining the school often in unavoidable haste, can have that religious instruction is properly given, but its most valuable results must elude any test an examiner can apply. It becomes a question therefore whether the examination in religious knowledge is of the importance, in a strictly religious point of view, which has been commonly assigned to it. Great value, however, is attached to it by the clergy of this district, who deprecate the withdrawal of your Lordships' recognition of this instruction, which is sometimes suggested very warmly. They believe that in inspected schools the teacher can serve only one master, and if the inspector does not require him to bestir himself about the Scriptural instruction only shreds of time will be found for it. But in the event of your Lordships' recog-

nition being withdrawn the inspector's pressure on the teachers would cease, and other means of securing religious instruction entirely under the hands of the clergy,—the men, that is, professionally responsible for it,—would then be sought for. It will hardly be contended that such religious instruction as is given to meet your Lordships' requirements has secured for the Church a firmer hold on her children than those religious bodies enjoy who have declined your Lordships' recognition of this part of their teaching. If, therefore, it were found necessary or expedient to relieve the inspectors of the duty of inquiring into the religious instruction of Church of England schools, there is little cause to apprehend that the interests either of religion or the Church would be impaired."

Mr. Edward Arnold, p. 45 :—

"The clergy in my district (I am speaking more especially of Cornwall, in which the present Bishop of Ely I think once said that Wesleyanism might be called the Established Church), by the wisdom with which they have managed their schools, have practically solved the religious difficulty. Some of them may perhaps repudiate my congratulations, but to my mind it is a matter for the most sincere congratulation that by not pushing their religious instruction too far they have drawn all classes of dissenting children into their schools, while they have not failed to impart, either by themselves or the teachers, as much religious knowledge as children under 12 years of age, whoever they may be, can practically apprehend or appreciate. The managers of most of the schools which I inspect might accept a conscience clause to-morrow with the most perfect equanimity; it would be a dead letter to them because it is already in full practical operation."

Mr. Meyrick, p. 190 :—

"I feel bound to state, for your Lordships' information, that the feeling of managers of schools in this district is equally averse to the conscience clause as I reported it to be two years ago. With the same view I think it right to add that I do not find so strong an objection to the proposal of a parent's withdrawing his child from specific lessons, provided that the right of doing so be not inserted in the trust deed of the school, but be left as a matter of agreement between the individual parent and the manager, the penalty for violation of the agreement being the loss of your Lordships' grant for the year or years in which such violation is proved to have taken place.

"The liberality of the clergy in opening their schools to all comers is very striking. In one school in Norwich consisting of 63 children, I inquired how each child was taught on Sunday, and I found that 37 of them went to Nonconformist Sunday schools and places of worship, and 26 of them to Church Sunday schools and places of worship. Here the great majority of the children were being brought up as Nonconformists though instructed in a Church of England school. I must say that I have never heard of a case of oppression of conscience in schools of the eastern counties, nor have I ever heard a complaint of oppression having been used."

Mr. Warburton, p. 264:—

"The minds of the clergy and other school-managers are now more occupied with anxieties respecting a conscience clause, and speculations as to the probability of its being introduced into the annual grant administration. There are in my district two schools only, I believe, of which the door is closed against unbaptized children; there are perhaps half-a-dozen in which, when dissenting parents bring their children for admis-

sion, they are given to understand that it must be at the risk of their becoming members of the Church of England, and that every influence will be used to cause them to become such. But in the vast majority of the schools with which I am now connected the principle of a conscience clause is practically accepted and acted on, though it would seem that the number of instances in which a parent claims exemption for his child from the religious instruction is infinitesimally small."

Mr. Sewell, p. 233:—

"Upon the side of the clergy there has lately appeared in this district a considerable change of feeling respecting the conscience clause. The Bishop of Lincoln in a recent charge advocated the acceptance of a well considered conscience clause, and many of his clergy echo his sentiments. Though they have failed to find a clause sufficiently "well considered" to satisfy them, yet their willingness to allow some legal security to the rights of conscience, which they have always practically respected, shows that the door is open for some accommodation which it would be unwise to ignore. It is rather the interpretation of which the conscience clause has been declared to be capable, than the clause itself, which has made it unwelcome: if that interpretation could be modified so as to put the obligation of withdrawal from obnoxious teaching on the child, and not that of silence on the clergyman, the controversy would, I think, in the present temper of the clergy be speedily laid to rest. The conscience clause is accepted without murmur when it is imposed either by the Charity Commissioners or the Commissioners of Woods and Forests. It is, I believe, an invariable condition of their administration where the endowments of schools have been reorganized or the school buildings have been erected on crown lands. Though these cases are not numerous in this district, they are sufficient to show how very harmless the obnoxious clause may be, and what an insufficient reason the fear of it is for keeping a school out of reach of public recognition and the Parliamentary grant."

Mr. Kennedy, p. 174:—

"Teachers often tell me that the Bible and religious knowledge present a wide field and that they often feel at sea, not knowing what definite course to pursue. There is truth in this; but they might at all events always be able to prevent their scholars from thinking that their practical utility as members of society, however important, is their chief and last end, that their eternal destiny is a matter of secondary importance. Teachers will have done some religious teaching who accomplish this. Beyond this, however, the Church has a right to expect that there shall be much definite instruction. The grand fault in religious instruction lies in this, viz., that there is a want of systematized progress in our school teaching. The Church ought to take a lesson in this direction from the Revised Code, the six standards should give the hint of what is to be done. Each standard should be taught to show to the inspector year by year a certain definite and systematized amount of actual religious knowledge. Each diocese might have a plan of its own. I shall be glad to promote this system as far as I can. Accordingly, without presuming to dictate to managers and others what should be taught in this shape, and without wishing to exclude other teaching, I wish here to announce that henceforward I will examine the children of each standard in their religious knowledge as follows."

Mr. Sewell, p. 227: —

"The religious instruction in the schools I visit has much improved. It is owing entirely to the universal adoption of the National Society's

(F.) scheme of progressive instruction in this subject. This is based on the same principle as Art. 48 of the Code, and aims at producing definite and properly graduated progress in Scriptural instruction. Although its exact requirements can rarely, perhaps need never, be complied with, yet by a method of accommodation now well understood, it becomes a most valuable guide to teachers of even the smallest schools."

Passing from the schools themselves to the circumstances which surround them, there is little change to note in the past year.

Unnecessary multiplication of schools.

Schools are sometimes multiplied without necessity, and when this is the case, the means of efficient education are dissipated, and proper control of the scholars is sacrificed in the competition for them. Mr. Alington (pp. 31–2), and Mr. Fitch (pp. 344–6), have reported upon this subject in terms which deserve serious attention. Distance presents insuperable difficulty sometimes, but it is difficult to believe that none of the schools tabulated by Mr. Barry, pp. 55–6, could be combined.

"It may be interesting to state the size of the schools not under inspection, and through information kindly given me by the Rev. E. P. Vaughan and the diocesan inspectors I am enabled to do so in the case of 177 of the 193 unaided parishes. In these parishes there are 38 schools with a less number of scholars than 30 on the boooks, 68 with numbers under 40, 100 under 50, and 130 under 60. The number of unaided schools containing 60 or more scholars is 47."

It is probable, from Mr. Barry's detailed figures, that if the 100 smallest schools in his table were reduced by combination to 50, the average annual number of scholars attending the 50 schools would give considerably less than 40 for each of them. Such a number could perfectly well be managed and instructed by a young trained mistress on quitting her college. A mistress of this kind can be engaged for 40*l.* per annum, with a furnished house. (*Report*, 1866–7, p. xvi.) If, therefore, each of the teachers of these 100 schools now gets, taking one with another, only 20*l.* per annum—and the worst paid of the uncertificated mistresses in inspected schools have been shown above, p. xvi, to be getting on an average 29*l.*—even on this hypothesis, a presumably efficient teacher might be substituted for two certainly inferior teachers with no serious increase of expense to any one, perhaps with a reduction of it to the persons on the spot. Mr. Meyrick, p. 190, notices,—

"A fear that the employment of a certificated teacher will increase the cost of the school. This fear" (he adds) "is altogether groundless. As I showed in my last report, wherever a parish is large enough to have a public school at all (*i.e.* anything more than a dame's school)

it is cheaper to have a certificated teacher with a grant from your Lordships than an uncertificated teacher; because the amount of the grant more than covers the difference in the salary of the teacher."

The minimum salary at which a competent teacher can be engaged is a fixed quantity. Where the scholars are too few to bear the cost of such a teacher, their instruction suffers; where such a teacher is provided, but has fewer scholars than at least 40 to teach, there is so much unused power to be paid for.

Will oftener wanting than power to obtain grants.

It continues evident that inability to comply with the terms on which public aid is offered is not the only, nor even the principal reason why so large a number of schools fail to receive it.

Mr. Alington, p. 27:—

"In the deanery of Lothingland there are 20 country parishes.

"I omit the town parishes of Lowestoft, Gorleston, and Southdown which are, however, well supplied with aided schools. Of these 20, nine either receive grants at present or will receive them in course of the coming year. This proportion is not reached in any other deanery which is composed of country parishes.

"In those of Samford, Hartismere, and Sudbury (western division), which approach nearest to it, the proportion of aided to unaided schools is about one to three; and yet there is no apparent reason for this difference, except that in Lothingland school managers have been more forward to avail themselves of the opportunities offered to them."

Mr. Bonner, p. 129:—

"Within the limits of my district there are no fewer than 44 villages, each with a population exceeding 500, which do not receive any aid from your Lordships. Ten of these villages have schools subject to inspection in consequence of having received a building grant; in two more certificated teachers are soon to be employed; three others I have visited by request of the managers. Of the remaining 29 I know very little, but I cannot imagine that there is any real difficulty in the way of establishing in every one of them a school entitled to claim Government aid. In each there ought to be an attendance of 50 children at the least, who ought to contribute annually, in school fees at 2*d.* each weekly, 20*l.*, and to earn a grant of 25*l.* annually from your Lordships, thus leaving a very small sum to be raised by local subscriptions.

"In the same area there are 18 villages, each containing less than 500 inhabitants, the largest of them being smaller than the smallest of those just spoken of, which yet succeed in maintaining very efficient schools under certificated teachers; and yet, looking at the two lists side by side, I cannot discern that the latter are more favourably circumstanced than the former, except in the fortune of having clergy or resident gentry more active and interested in promoting the education of their labourers."

Mr. Warburton, p. 264:—

"As far as my experience goes, wherever sufficient zeal and enterprize have existed on the part of promoters of schools to overcome the preliminary difficulties in the way of obtaining assistance and inspection from your Lordships, these have rarely failed to stimulate, encourage,

and even to give a character of permanency to the undertaking. All that can be said is that they have failed hitherto to galvanize and awaken to life an interest and a sense of responsibility in the matter of education in places where those feelings are either dead or in a state of suspended animation. The panic which followed the introduction of the Revised Code has now subsided, at any rate in the minds of the managers of schools, * * * (who) have already found that their receipts from Government are, if they secure the maximum, as large as they ought to expect, and that this maximum is not conditioned with any unreasonable requirements. Cases of individual and local pressure no doubt exist, but they certainly are not more numerous or more urgent than they were when such bountiful subsidies came forth from the cornucopia of the original Code."

Cheshire (agricultural).

Mr. Temple, p. 262, reports an incident which marks an extraordinary interest in education among the landed proprietors of his district.

"I cannot close this Report without expressing my strong sense of the public spirit and generosity which the landowners of Cheshire showed with regard to the support of the national schools with which they were connected during the ruinous losses caused by the cattle plague.

"I expected to find half the schools in the agricultural parts of the county closed, but on the contrary every school has been kept open, and I doubt whether a single subscription has been withdrawn.

"Domestic establishments have been reduced and houses shut up, but the school has throughout been supported, and its staff has remained unimpaired."

The following case reported by Mr. Bonner, p. 129, is an extreme one.

"In one of the four schools mentioned in the first page of my report as no longer under the charge of certificated teachers, Loppington, I was informed that the managers intended to discourage the attendance of children after the age of infancy, for learning only tended to make labourers dissatisfied with their condition, and less civil and obedient to their employers."

Half-time and compulsion.

There is a general consent among the inspectors about the propriety of extending the principle of the Half Time Acts to all employments, with the necessary modifications of detail. Some of them advocate compulsory attendance in the last resort.

Alington, p. 34; Blakiston, p. 96; Bonner, p. 130; Fraser, pp. 141, 144; Moncreiff, p. 203; Oakeley, p. 357; Robinson, p. 211; M. Arnold, p. 298; Scoltock, p. 367; Sewell, p. 243; Watkins, pp. 272 and 283.

Mr. Renouf, p. 374, pertinently recalls the serious difficulty of enforcing compulsory attendance.

"It is by no means surprising that a large number of managers, finding it hopeless to overcome such difficulties as the irregularity of attendances, the short duration of stay at school, and removal at an early

age, should wish them to be met by legislative measures. The opinion favourable to compulsory education has been quietly but steadily growing among managers for the last three or four years, but I am not quite sure that those who are most determined in advocating it have very clear notions as to the mode of harmonizing it with the denominational system."

Highlands. A remedy proposed by Mr. Kerr, p. 402, is applicable only to a peculiar state of society. It is valuable as showing the almost infinite variety of conditions under which the problem of education has to be worked out in Great Britain.

"Irregularity of attendance is grievously complained of in many parts of my district, but especially in Ross, Sutherland, and Caithness. There are many temptations to irregular attendance, but there is still more indifference about education on the part of parents. This natural indifference is unfortunately fostered by the very general non-payment of fees. Education costs nothing, and is consequently little valued. So great is the irregularity that if payment depended on individual examination, the teacher would in many cases earn very little, as only a very small portion of his school roll would be qualified by attendances. Feeling the necessity of some remedy for this, I wrote last autumn to the Duke of Sutherland as having on his estates a very large number of tenants likely to be influenced by the expression of his Grace's wishes on the subject, and suggested that all the teachers on his estates should be requested to hand to his factors annually a list of all the children between the ages of 6 and 12 who without satisfactory excuse had failed to complete a certain number of attendances. Leaving a margin of 50 days for snowstorms, potato planting, &c., in addition to two months of vacation, I suggested that the attendances should be 300, *i.e.* 150 days, and that to all falling short of this his disapprobation should be intimated. I have received from his Grace and from his commissioner and factors, to whom also I submitted my proposal, intimation of their approval of the suggestion, and of their co-operation as far as possible. I shall probably make the same application to other large proprietors in my district, and I am not without hope that some good will result from it."

Lancashire. Mr. Johnstone, p. 162, into whose inspection half-timers largely enter, reports thus of them:—

"Among the different classes of children that are met with in these schools, that of the half-timers, who come under the operation of the Factory Acts, is not the least numerous or important. The population of Bolton and its neighbourhood is almost entirely a manufacturing one, and forms perhaps as good a specimen as any in Lancashire to illustrate the working of the system. I am bound to say that the teachers ordinarily profess a dislike to it; they say that the half-timers are a rougher and a dirtier set than the rest, that they are more troublesome to teach, and more difficult to keep in order. But there can be no doubt, and the teachers themselves admit this, that as a whole the system works with admirable and even surprising result; the children who attend 100 times under the Acts are found to keep pace with others who attend 200 times; their intelligence is almost invariably quicker than that of the rest, and on the examination days the failures, so far from being confined to their set, are shared in almost equal proportion by those who have had double the instruction.

"TOTAL PER-CENTAGE of FAILURES.

——	Reading.	Writing.	Arithmetic.	Number examined.
Whole timers -	10·7	9·6	20·	1,971
Half-timers -	11 1	12·2	17·8	1,350

"The explanation of this is chiefly to be found in the age of the children, the character of their occupation, and the length of their school hours. The half-time children as a rule are much older than the rest, for either they are the refuse of the streets who would not have entered school at all unless compelled, or else they are those who have at first neglected it from knowing that they would be compelled to come as soon as they began work." * * * * *

"Again, the character of their work is perpetually stimulating this activity of mind, and the quick watchfulness required in the mill becomes natural to them and is carried into the school. These children are readier in every sense than the rest, whose lessons are their only excitement, and it is particularly noticeable how much more easily and better will a newspaper be read by a half-time scholar than by the children from the more populous and busy districts of Liverpool. And in the question of the length of school hours the half-timers, if not positively the gainers, are yet in no way under a disadvantage. The old saying of 'too much work and no play' receives an illustration from the testimony of schoolmasters here, who maintain that a child does not take in more than a certain amount of instruction in each day. * * *

"The unfortunate feature which this system does nothing to relieve is seen in the fact that of these children who promise well so few comparatively ever reach the higher standards. Coming to school late, and leaving at 13 in order to work full time, they mostly go away with only such rudiments of knowledge as can be acquired in a year or two of teaching. Whether this might be met by making the privilege of working full time depend on attainments instead of on age is a question which might be considered."

In connexion with the latter part of this extract, the following observations by Mr. Temple, p. 261, show how greatly the Half-time Acts, which deal with the education of children who are *at work*, require to be supplemented by a more uniform enforcement of the Acts which deal with criminal, vagrant, or pauper (out-door) children *not at work*, such as the Acts 29 & 30 Vict. c. 117 (Reformatories), 29 & 30 Vict. c. 118 (Industrial Schools), 18 & 19 Vict. c. 34 (Out-door Paupers):—

Cheshire (manufacturing).

"The manufacturing districts of Cheshire produce many examples of the half-time system. So much has been said upon this subject in previous years that I shall now only mention the effect of 'good and bad times' upon schools in these districts. In bad times the schools fall off in numbers, but some of the old scholars who have gone to work 'full time' return to school while the want of work lasts, and these are generally the best and most intelligent children that I have to

examine, for although a good deal of the mere cram of school work has been forgotten, yet the work of life has made them thoughtful and anxious to learn.

"In 'good times' there is always a great influx of ignorant and ill-mannered children of 10 or 11 years of age, whose parents never dreamed of sending them to school till they came to work as half timers and so were compelled to attend."

"I am always painfully reminded on such occasions of the large mass of children that education does not reach, and of the fallacy of supposing that every artisan is eager to get 'good schooling' for his family."

Upon the Act 18 & 19 Vict. c. 34 (Denison's), Mr. Blakiston, p. 97, reports:—

Denison's Act.

"It has been represented to me that in most Unions the Guardians habitually neglect to take advantage of the provisions of the law by which they are authorized to give to parents in receipt of out-door relief money to pay for their children's schooling. As soon as parents come upon the parish their children are withdrawn from school, instead of being taught there at the expense of the ratepayers. Besides the parental apathy, which partly accounts for this, the poor have a notion that application for payment of their children's schooling would be followed by a reduction or withdrawal of relief."

Scotland.

The state of public business has again interfered with legislation for schools in Scotland, and we have had to continue the provisional arrangements (p. lxxxviii) under which the parliamentary vote has been administered since 1863 in that part of Great Britain.

(Signed) MARLBOROUGH.
ROBERT MONTAGU.

The Council Chamber, Whitehall, 27 June 1868.

REVISED CODE (1868)

OF

MINUTES AND REGULATIONS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

PRELIMINARY CHAPTER.

1. A SUM of money is annually granted by Parliament for public Education in Great Britain.

2. This sum is administered by an establishment called the Education Department.

3. The head of the Education Department is the Lord President of the Council, assisted by a member of the Privy Council, who is called the Vice-President of the Committee on Education, and who acts under the direction of the Lord President, and for him in his absence (Order in Council, 25 February 1856, Act 19 & 20 Vict. c. 116).

4. The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

5. The means consist in aiding voluntary local exertion, under certain conditions, to establish or maintain schools, which are either:

(*a.*) For the instruction of children (*elementary*); or

(*b.*) For training schoolmasters and schoolmistresses (*normal*).

6. In elementary schools, the children attend from the homes of their parents, and charge is taken of them during the school hours only.

7. In normal schools, entire charge is taken of the students.

8. Every school aided from the grant must be either:

(*a.*) A school in connexion with some recognized religious denomination; or

(*b.*) A school in which, besides secular instruction, the Scriptures are read daily from the authorized version.

9. Aid to establish schools is given by grants towards the cost of building, enlarging, improving, or fitting up, elementary school-rooms and dwellings for elementary teachers.

Aid is not given to establish normal schools.

10. Aid to maintain schools is given by grants to the Managers conditional upon the attendance and proficiency

of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "annual grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council on the representation of the Committee of Council on Education.

13. The Committee of Council consults the religious or educational bodies which are mentioned in Article 30 before making representations to Her Majesty for the appointment of inspectors to visit schools in connexion with those several bodies.

14. The inspectors do not interfere with the religious instruction, discipline, or management of schools, but are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Committee of Council.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to an elementary school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Committee of Council informs the managers of a change. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each elementary school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

18. Schools which have received aid for building, but are not receiving annual grants, are inspected as often as the periodical inspection of the schools receiving annual grants permits.

19. The managers of schools fulfilling the conditions of Articles 4, 6, and 8, may apply for the benefit of Article 18, without having received, or applying for, any grant.

20. The duration of the period, over which the right of inspection extends, depends upon the degree of permanency of the object for which the grant is made.

(*a.*) If the grant is made for erecting, enlarging, or improving a school, the right of inspection is secured by a clause inserted in, or endorsed upon,

the school deed, and is co-extensive with the interest conveyed by that deed.

(*b.*) If the grant is annual only, the inspector's visit may at any time be declined by the managers, on forfeiting the grant depending upon it.

21. No undertaking must be commenced in general reliance upon the aid to be obtained from the Parliamentary grant. Separate applications, in the form of proposals, must, in the first instance, be addressed to the Secretary, Committee on Education, Council Office, London, S.W.

Full instructions are thereupon issued according to the particulars of the application.

The promoters, or managers, must appoint one of their own body to act as correspondent with the Education Department. Teachers cannot act as correspondents for the schools in which they are employed.

Chapter I.

GRANTS TO ESTABLISH ELEMENTARY SCHOOLS.

Building.

22. Aid is not granted to build new elementary schools unless their Lordships are satisfied—

(*a.*) That there is a sufficient population of the labouring class which requires a school in the vicinity.

(*b.*) That the religious denomination of the new school is suitable to the families relied upon for supplying scholars.

(*c.*) That the school is likely to be maintained in efficiency.

(*d.*) That the buildings, at the time of application, have not been begun nor contracted for, and that no trust deed has been executed.

23. The grants made by the Committee of Council for building, enlarging, improving, or fitting up elementary schools, are not to exceed *any one* of the following limits, viz. :—

1*st Limit.*—The total amount voluntarily contributed by proprietors, residents, or employers of labour *in* the parish where the school is situated, or *within* a radius of four miles from the school. Such contributions may be in the form of

(*a.*) Individual subscriptions ;

(*b.*) Collections in churches or chapels in the same parish, or within the distance of four miles from the school ;

(*c.*) Materials, at the price allowed for them by the contractor, or at which sold off;

(*d.*) Sites given without valuable consideration (the value to be certified by two professional surveyors);

(*e.*) Cartage (the value to be certified by the parochial surveyor of roads).

2nd Limit.—2*s.* 6*d.* per square foot of internal area in new school-rooms and class-rooms.

3rd Limit.—65*l.* for each teacher's residence.

24. The site, plans, estimates, specifications, title, and trust deed, must be previously approved by the Committee of Council.

25. The balance of expenditure which is not covered by the *voluntary local* contributions and by *the public grant*, taken together, may be made up from any other sources that are available, such as the proceeds of endowment, or subscriptions which are not local.

26. Grants are not made for rooms intended to be used on Sundays only; nor for rooms under places of worship; nor to pay off debts for building; nor in consideration of former expenditure for building; nor for maintenance of buildings; nor for improving or fitting up schools which have already received the maximum amount allowable under Article 23.

27. The extension of the area of existing school-rooms to receive more scholars, and the addition of teachers' dwellings to existing school-rooms, are treated *pro tanto* as new cases under Article 23.

28. No application can be entertained if the approved estimate (Article 24) falls below 20*l.* in small rural schools (Article 133), or 50*l.* in other schools.

The Site.

29. The site must be—

(*a.*) *In extent,*

Not less than 1,200 square yards.

(*b.*) *In situation,*

1. Not unhealthy, nor noisy.
2. Within convenient distance from the homes of the scholars.

(*c.*) *In tenure,*

Fee simple (Acts 4 & 5 Vict. c. 38., and 12 & 13 Vict. c. 49.)

(1.) Without incumbrance, or rights reserved over the surface.

(2.) If with reservation of minerals, the party in whom the fee simple of them is vested must covenant to make compensation in the event of damage, and the grant made by the Committee of Council must be the first charge upon such compensation; the whole of which is to be applied as the Secretary of State for the Home Department may direct in furtherance of the trust for a school.

(3.) If subjected to powers of leasing, sale, or re-entry, the lease or sale must not be without the written consent of the Secretary of State for the Home Department, nor the re-entry without first repaying any grant which may have been paid in respect of the premises.

(4.) Leaseholds are not admissible, if fee simple can be obtained. The term must not be less than 99 years, and there must be no onerous covenants, nor more than nominal rent.

(5.) Copyholds must be enfranchised (Act 12 & 13 Vict. c. 49. s. 6.)

The Trust Deed.

30. The trust deed must declare the premises to be granted in trust for the education of the poor, and for no other purpose whatever. It must also provide for the legal ownership of the premises, and for the inspection and management of the school, according to one or other of the precedents settled for: Church of England Schools, British Schools, Established Church of Scotland Schools, Wesleyan Schools, Free Church (Scotland) Schools, Roman Catholic Schools, Jewish Schools, Episcopal Church (Scotland) Schools, Undenominational Schools (belonging to none of the previous classes, but in which the Bible is read daily from the authorized version).

31. When the trust deed has been executed according to a draft approved and sealed by the Committee of Council, and (when necessary) enrolled or registered, a copy of it, including all signatures, attestations, and endorsements, must be made on plain unstamped parchment, and lodged in the Education Office.

32. When the application is for a grant to enlarge, improve, or fit up, an existing elementary school already

conveyed in trust, the deed must be a legal conveyance of the land, and not at variance with any of the principles which determine the approval of new deeds. The right of inspection must be permanently secured (Act 7 & 8 Vict. c. 37. sections 1 and 2), and there must be no powers or reservations to which the Act 18 & 19 Vict. c. 131. cannot be applied, and which might become prejudicial to the school.

The Plans.

33. The plans (with specification and estimate), when approved and sealed, may be returned to the promoters for use, but must be lodged in the Education Office before a grant is paid.

Payment of Grants for Building, Enlarging, Improving, or Fitting up Elementary Schools.

34. The amount of the grant is not announced until after the draft trust deed and plans have been sealed.

35. The grant must be accepted or declined within 14 days.

36. The grant is paid on presentation of a certificate (with balance sheet annexed), by the Building and Managing Committees of the school, setting forth that the building and conveyance are completed, and that the money in hand, raised by absolute donations, will, when added to the grant, meet all claims, and finally close the account.

37. Grants under 50*l.* are treated as lapsed, if unpaid at the end of nine months, and grants above 50*l.* at the end of 18 months, from the date of announcing them.

CHAPTER II.

GRANTS TO MAINTAIN SCHOOLS.

PART I.

ELEMENTARY SCHOOLS.

SECTION I.

Annual Grants conditional upon the Number and Proficiency of the Scholars, the Number and Qualifications of the Teachers, the State of the Schools, and the Destination of Pupil-Teachers.

38. Schools may meet three times daily; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grants.

40. The managers of schools may claim at the end of each year, defined by Article 17:

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the*

morning and afternoon meetings, not being less than 400, of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at *the evening* meetings, not being less than 40, of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Articles 46 and 48).
2. If under six years of age, and present, except in united schools (Article *138[2]), on the day of the examination, 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 46*a*).

*40[1]. The average number of scholars in attendance for any period is found by adding together the attendances (Article 41) of all the scholars for the same period, and dividing the sum by the number of times the school has been open within the same period; the quotient is the average number in attendance.

41. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction less than two hours, nor attendance at an evening meeting for any scholar who has been under instruction less than one hour and a half.

42. Evening attendances may not be reckoned with morning or afternoon attendances in making up the prescribed minimum of 200 or 24 attendances.

43. Evening attendances may not be reckoned for any scholar under 12 years of age.

44. Every scholar attending more than 200 times in the morning or afternoon, for whom 8*s.* is claimed, forfeits 2*s.* 8*d.* for failure to satisfy the inspector in reading, 2*s.* 8*d.* in writing, and 2*s.* 8*d.* in arithmetic (Article 48).

*44[1]. Evening scholars may be examined by the inspector at the time of his visit (Article 16), or, when more convenient, at another time under the direction of the managers (Articles 142–9).

45. Every scholar attending more than 24 times in the evening, for whom 5*s.* is claimed, forfeits 1*s.* 8*d.* for failure

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

to satisfy the inspector in reading, 1*s.* 8*d.* in writing, and 1*s.* 8*d.* in arithmetic (Article 48).

46. Every scholar for whom the grants dependent upon examination are claimed (Article 40, *b* 1, and *c*,) must either—

(*a.*) Be examined according to one of the following standards (Article 48), and except evening scholars, not be presented for examination a second time according to the same or a lower standard; * *or*

(*b.*) After having been presented for examination in Standard VI., satisfy the inspector in some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.

47. Under any Half Time Act, 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40, *b*:—

(*a.*) Upon examination.

(*b.*) Without examination, after they have satisfied the inspector according to the highest standard (Article 48), but continue to attend school under the Act.

†47[1]. In calculating (Article 40[1]) the average number in attendance, the attendances (Article 41) of half-time scholars reckon for no more than those of other scholars.

48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.	Narrative in monosyllables.	One of the Narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing.	Form on blackboard or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic.	Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10: orally, from examples on blackboard.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

* See Supplementary Rules, page lxxxv, columns VIII*a*, VIII*b*.

† Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

49. The grant may either be withheld altogether or reduced for causes arising out of the state of the school.

50. The inspector does not proceed to examine scholars in reading, writing, and arithmetic for the grant, until he has first ascertained that the state of the school does not require it to be withheld.

51. The grant is withheld altogether,—

(*a.*) If the school be not held in a building certified by the inspector to be healthy, properly lighted, drained, and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal space for each child in average attendance.

(*b.*) If the principal teacher be not duly certificated (Article 67) and duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

Exceptions:—

1. United schools (Article 136).
2. Infants, in a separate room, whose average number in attendance throughout the year (Article 17) does not exceed 40, and who form part of one school under a certificated teacher in the same premises.

(*c.*) If the girls in the school be not taught plain needlework as part of the ordinary course of instruction.

(*d.*) If the registers and accounts be not kept with sufficient accuracy to warrant confidence in the returns.

(*e.*) If, on the inspector's report, there appears to be any *primâ facie* objection* of a gross kind. A second inspection, wherein another inspector (or inspectors) takes part, is made in every such instance, and if the grant be finally withheld, a special minute is made and recorded of the case.

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* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

(*f.*) If three persons at least be not designated to sign the receipt for the grant on behalf of the school.

52. The grant is reduced,—

(*a.*) By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction * or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

(*b.*) By sums of 10*l.* for every 40 or 80, after the first 50 of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively for every such 80 scholars.

The forfeiture is reduced from 10*l.* to 5*l.* if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Pupil-teachers cannot be apprenticed in schools under teachers certificated in the lower grade of the fourth class (Articles 131–2), nor in united schools (Articles 135–140).

(*c.*) By its excess above,—

1. The amount of school fees and subscriptions; or
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 17.

(*d.*) By the amount of any annual endowment (Article 93[3]).

53. If the excess of scholars has arisen from increased attendance of children since the last settlement of the school staff (Articles 62, 63), the forfeiture prescribed by Article 52 (*b*), does not accrue.

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* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

*53[1]. The reduction prescribed by Article 52 (*d*) is suspended, as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s*. per scholar according to the average number in attendance in the year defined by Article 17.

54. (For the Article formerly 54 see 54[1]). The grant is increased at the rate of 1*s*. 4*d*. per examination satisfying the inspector (*pass*) in reading, writing, or arithmetic (Article 48), up to any number of such examinations, not exceeding 120, on the following conditions, viz. :—

(*a*.) The number of teachers must have allowed, throughout the past year (Article 17), at least one certificated or one assistant teacher, fulfilling respectively the conditions of Articles 67 and 91–3, for every 80 scholars, or one pupil-teacher fulfilling the conditions of Articles 81–9 for every 40 scholars, after the first 25 of the average number of scholars in attendance.

(*b*.) The number of passes in reading, writing, and arithmetic must—

1. exceed 200 per cent. of the annual average number of scholars in attendance who are over six years of age. In schools where the calculation of average attendance is made indiscriminately upon scholars above and scholars under six years of age, the school registers of age are to determine in what ratio the average number in attendance is to be divided.
2. fall under Standards IV.—VI., to the extent of at least one-fifth part of the whole number of passes.

(*c*.) The time tables of the school, in use throughout the past year (Article 17), must have provided for one or more specific subjects of secular instruction beyond Article 48. The inspector must name the specific subject or subjects in his report, and must state that at least one-fifth part of the average number of scholars over six years of age have passed a satisfactory examination therein.

*54[1]. (This Article was numbered 54 in the Code of 1867. It has expired except with regard to *Scotland*, and is verbally altered to adapt it to its now limited applica-

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

tion.) Pupil-teachers engaged with the consent of the Committee of Council on Education according to the form of indenture in use under the Code of 1860, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

55. In every school receiving annual grants, there must be provided, out of the school funds, besides the ordinary registers of attendance,—

(*a.*) A diary or log-book.

(*b.*) A portfolio wherein may be laid all official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

Diary or Log Book of School.

56. The diary or log-book must be stoutly bound and contain not less than 500 ruled pages.

57. The principal teacher must daily make in the log-book the briefest entry which will suffice to specify either ordinary progress, or whatever other fact concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c. may require to be referred to at a future time, or may otherwise deserve to be recorded.

58. No reflections or opinions of a general character are to be entered in the log-book.

59. No entry once made in the log-book may be removed nor altered otherwise than by a subsequent entry.

60. The inspector will call for the log-book at his annual visit, and will report whether it appears to have been properly kept throughout the year.

61. The inspector will not write any report on the good or bad state of the school in the log-book at the time of his visit, but will enter therein with his own hand the full name and standing (*certificated teacher of the —— class*, or *pupil-teacher of the —— year*, or *assistant-teacher*) of each member of the school establishment. The inspector will not enter the names of pupil-teachers respecting whose admission the Committee of Council has not yet pronounced a decision.

62. The summary of the inspector's report when communicated by the Committee of Council to the managers must be copied into the log-book by the secretary of the latter, who must also enter the names and description of all teachers to be added to, or withdrawn from, those entered by the inspector, according to the decision of the Committee of Council upon the inspector's report. The secretary of the managers must sign this entry.

63. The inspector before making his entry of the school establishment in the following year will refer to his own entry made in the preceding year, and also to the entry which is required to be made by the secretary of the school pursuant to Article 62, and he will require to see entries in the log-book accounting for any subsequent change of the school establishment.

*63[1]. A log-book must be kept in each united school (Article 140 *b*.)

SECTION II.

Teachers referred to in the preceding Section.

64. The recognized classes of teachers are,—(*a*.) Certificated teachers. (*b*.) Pupil-teachers. (*c*.) Assistant teachers.

65. Lay persons alone can be recognized as teachers in elementary schools.

Certificated Teachers.

66. Teachers, in order to obtain certificates, must be examined (Article 130), and must undergo probation by actual service in school (Articles 73, 74).

67. Certificates are of four classes. The fourth (lowest) class consists of an upper and a lower grade (Article 131), and includes special certificates for teachers of infants (Article 122). No certificate is issued above the fourth class. Certificates are raised to the higher classes by good service only (Article 78).

Examination.

68. Teachers are examined for certificates as means of distributing the Parliamentary grant to schools. The examination is not open to candidates for professional diplomas only.

69. Examinations are held in December of each year at the several training schools under inspection (Articles 119

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and 128). The relative proficiency of the candidates according to examination is recorded upon their certificates, but does not affect the class of them (Article 67).

70. A syllabus, for male and female candidates respectively, of the course of study, may be had on application to the Committee of Council.

71. The names of teachers desiring to be examined must be notified by the managers of their schools to the Committee of Council before the 1st day of November preceding the examination.

72. Candidates admissible to be examined for certificates must be,—

(*a.*) Students in normal schools under inspection (Articles 94, 119, and 120–1); *or*,

(*b.*) Teachers who, besides satisfying Articles 68 and 71, are upwards of 22 years of age, and have either—

1. completed an engagement as pupil-teacher satisfactorily; *or*,
2. obtained at least two favourable reports with an interval of one year between them upon the school in which they are still employed.

Probation.

73. Candidates for certificates, after successfully passing their examination, undergo probation (*that is to say*), they must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

74. One favourable report is sufficient after the examination, if the candidate, being continuously engaged in the same school, has obtained two favourable reports in consecutive years immediately preceding the examination.

75. Teachers under probation (Articles 73–4) satisfy the conditions which require that schools be kept by certificated teachers.

76. If the second (or third) report is favourable, a certificate of the fourth class is issued, and remains in force (unless recalled under Articles 79, 80) for the next five years; after which interval, it is open to revision, according to the intermediate annual reports; and so on after

each further period of five years until the first class is reached.

77. No teacher who has changed more than once from one school to another during the five years preceding revision can be advanced to a higher class.

78. Re-examination is not permitted to candidates once passed, unless they fall under Article 131.

Concurrence of Managers and Inspector.

79. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

80. The inspector must annually report whether the teacher's school is efficient in organization, discipline and instruction.

Pupil-teachers.

81. Pupil-teachers are boys or girls employed to serve in a school under inspection on the following conditions, namely :—

(*a.*) *That the school* is reported by Her Majesty's Inspector to be—

1. Under a duly certificated master or mistress (Articles 67 and 131).
2. Held in suitable premises.
3. Well furnished, and well supplied with books and apparatus.
4. Divided into classes, and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b.*) *That the pupil-teachers* be not less than 13 years (completed) of age at the date (*see marginal note* 6) of their engagement.

(*c.*) Be of the same sex as the principal teacher of the school, or department of a school, in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil-teachers may receive instruction out of school-hours from the master, on condition that the mistress be invariably present during the whole time that the lessons are being given by the master, who must be husband, father, son, or brother of the mistress, and not both young and unmarried.

(*d.*) Be presented to the inspector for examination at the time and place fixed by his notice (Article 16).

(*e.*) Pass the examinations and produce the certificates specified in Article 88.

(*f.*) *That the managers* enter into an agreement in the following terms :—

To be stamped with a stamp of 2*s.* 6*d.*

MEMORANDUM OF AGREEMENT between

[1] Names, &c. in full of a quorum of the managers.

[1] _____

_____ herein-after called *the managers*, on behalf of the Managers of the _____ School and[2]

[2] Names, &c. in full of father or other surety of the assistant.

_____ herein-after called *the surety*

[3] Father, or as the case may be.

[4] Name in full of the pupil-teacher.

the[3] _____ of[4] _____ herein-after called *the pupil-teacher*.

The said managers, for themselves, their executors, administrators, and assigns, agree with the said surety, h[5] ___ executors, administrators, and assigns, as follows :

[5] His or her.

1. The said managers agree to engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than six hours upon any one day, nor more than 30 hours in any one week. Sunday is expressly excluded from this engagement, and all duties intended to be performed by the pupil-teacher on that day are left to be separately agreed upon.

[6] The month defined by Article 16.

[7] Preceding month.

[8] Five full years; or any less number of years, not under two, provided (*a.*) that the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service; and provided also (*b.*) that the end of the reduced term of service fall beyond the candidate's 19th year (completed).

2. This engagement shall begin on the first day of[6] _____ 186__, and shall end on the last day of[7] _____ 18[8]__, but if the said pupil-teacher shall, with the consent of the other parties hereto, attend one of the examinations held by Her Majesty's inspectors of schools for admission into Normal schools in December next preceding the last-mentioned date, this

engagement may end on the 31st day of the said month of December.

3. The said pupil-teacher shall be paid as wages[9] _____ per[10] _____ in the first year, and this sum shall be increased by[9] _____ per[10] _____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the managers of the said school for the time being for the unexpired remainder of any year after receipt of notice from the Committee of Council that the said pupil-teacher has failed to pass the examination, or to fulfil the other conditions, of a pupil-teacher according to the standard of the preceding year as prescribed in the Articles of the Code of the said Committee applicable to the case.

[9] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[10] Week, or as the parties may agree.

4. The said pupil-teacher either while the school is not being held, or as one of the scholars (if any) attending the school for instruction in the evening, shall receive, without charge, from the certificated teacher of the said school for the time being, special instruction during five hours per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.

5. The said pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind respectively; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice, by the payment on either side of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the

settlement of all other accounts between the parties.

6. The said pupil-teacher enters into this engagement freely and voluntarily on h[5]_____ own part, and with the privity and consent of the said surety.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed[11] this ___ day of _____ 18

_____ in the presence of _____

_____ in the presence of _____

_____ in the presence of _____

[11] All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

N.B.—This agreement should be deposited with the school papers (Article 55). The surety should have either an executed duplicate (which requires a second stamp), or at least a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (*by removal of managers, or otherwise*), forms and instructions for a new agreement (with stamp) may be obtained upon application (Article 21) to the Committee of Council.

82. The Committee of Council on Education is not a party to the engagement, and confines itself to ascertaining, on the admission of the pupil-teacher and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b*). Whether the prescribed certificates are produced from the managers.

83. Whatever other questions arise upon the engagement may be referred to the Committee of Council on Education (provided that all the parties agree in writing to be bound by the decision of Their Lordships as final), but, otherwise, must be settled like any other matter of hiring or contract.

84. Vacancies in the office of pupil-teacher, however occasioned, which occur in the course of any year (Article 17), must not be filled up until after the next examination by the inspector. In the meantime, the candidate or candidates must be engaged by the week only as monitors,

88.]	Health. *Sorefoot, itch, sickness, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, convulsive fits, spasms, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.*	Certificates of Character and Conduct. In Church of England Schools.	In Schools not being Church of England Schools.	Reading.	English Grammar. [*After Admission, Latin Grammar, as alternative.*]	Writing and Composition.	Arithmetic and Mathematics.	Geography.	History.	Theory. [*Upon the Principles, Practice, and History of Education.*]	Music. *Where available Means of Instruction exist.*	Religious Knowledge.			
												To Church of England Schools, the Clergyman assisting in the Examination.	In Schools in Scotland.	In Schools where the Managers are not desirous of availing under the Obligation of giving the Instruction set forth in the Two preceding Columns.	In Schools where the Managers object on Religious Grounds to give any Certificate concerning the Religious State of their Schools.
For Admission.	A medical certificate that candidate is not subject to any infirmity likely to interfere with profession of teacher.	A certificate from the clergyman and managers that the moral character of the candidate and of their house justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	A certificate from the managers that the moral character of the candidate and their families justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	To read with fluency, ease, and expression.	To point out the parts of speech in a simple sentence.	To write from dictation in a fair hand, with correct spelling and punctuation, a passage of simple prose.	To write from dictation once in the first four rules of arithmetic, simple and compound, and to work them correctly, and to know the tables of weights and measures.		To have an elementary knowledge of geography.	. . .	1. To exercise in England, Ireland, geography, geographical and elementary grammar, and to show a practical knowledge of the method of teaching the subjects specified in the Schedule. The Inspector is required to examine the pupil-teacher in the method of teaching Reading, Writing, and Arithmetic, and to report thereon.	. . .	To repeat the Church Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	To repeat the Assembly's Shorter Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	To produce a certificate from the managers of the school that the religious knowledge of the candidate is satisfactory to them.	To annual examinations are not required, but it must have appeared that the school fulfils the conditions of Article 8.
							Male Pupil-teachers.	Female Pupil-teachers.								
End of 1st Year.	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the teacher or teachers. 3. Certificate from the clergyman that they have been attentive to their religious duties.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the teacher or teachers. 3. Certificate from the managers that they have been attentive to their religious duties; but this certificate is not required if the managers on religious grounds object to give it, and if the school fulfils the conditions of Article 8.	Improved articulation and expression in reading.	The nouns, verb, and adjective; with their relations in a sentence. [*As an alternative exercise, the regular declensions of Latin nouns, and the meaning in English of the Latin prepositions.*]	To write from memory the substance of a simple sentence, read to them with ordinary quickness.	Practice and proportion.	Practice and bills of parcels.	The British Isles. [Maps to be drawn in this and the following years.]	. . .	Slopes of notes and rests. Major, Pianoforte on the treble stave.	. . .			
End of 2d Year.	Same as at end of first year	Same as above	Same as above	Improved articulation and expression in reading.	The pronoun, adverb, and preposition; with their relations in a sentence. [*As an alternative exercise, the regular declensions of Latin adjectives, and the Latin pronouns.*]	To write as above, and to be able to present an intelligible form of a similar character from some standard English work, dictated by the managers, with just expression and knowledge of meaning.	Vulgar fractions.	Proportion	Europe and ancient Palestine.	. . .	Dotted notes and rests. Keys, various kinds of, and signatures of. Diatonic scale.	The Holy Scriptures and Liturgy, and Catechism, more fully than in the preceding year.	The Holy Scriptures and the Assembly's Shorter Catechism, more fully than in the preceding year.	Same as above.	—
End of 3d Year.	Same as at end of first year, but from medical practitioner.	Same as above	Same as above	Improved articulation and expression in reading.	The conjunction with the analysis of sentences. [*As an alternative exercise, the composition of Latin transfer verbs (active and passive), and of the verb esse.*]	To write notes of a lesson on a subject selected by the inspector; such to be given during three of a similar character from some standard English work performed by the managers, with just expression and knowledge of the meaning.	Decimal fractions, and Easy Rule of Three. Book I. to end of XVIII Proposition.	Vulgar fractions.	The colonies.	The succession of the English Sovereigns from the reign of Egbert, with dates, to the present time. [*In Scotland, if preferred, the succession of Scottish Sovereigns from Alexander III. may be substituted for the English Sovereigns preceding James I.*]	Intervals, Major and Sub-Major. Accidentals and intervals.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures and the Assembly's Shorter Catechism.	Same as above.	—
End of 4th Year.	Same as at end of first year	Same as above	Same as above	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and to know the meaning in English of the Latin prepositions. [*As an alternative exercise, the conjunction of the verbs posse, velle, and the concords.*]	To write an account of the contents of the third, and of the methods of instruction used: and to be able to repeat the Rules (including the formation of the rule) of the same portion as at the end of the 3d year, with just expression and knowledge of the meaning.	Euclid, Book I. to the end of XXVIII Proposition; Algebra, first four rules; and recapitulation of preceding rules in Arithmetic.	Decimal fractions.	Asia and Africa.	Outlines of English history to the accession of Henry VII.	Pianos of notes on the treble stave. Major and minor scales. Common characters used in music.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	—
End of 5th Year.	Same as at end of first year	Same as above	Same as above	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and an account of the sources and growth of the English language. [*As an alternative exercise, recapitulation of the preceding exercises in Latin.*]	To write an original composition on some simple subject to be selected by the inspector from the range of their Public, and to be able to repeat (including the former 4) the Rules of the same, grammatically, at the end of the 5th year, with just expression and knowledge of the meaning.	Euclid, Book I.; and recapitulation of the preceding rules in Arithmetic and Algebra.	Recapitulation of the preceding rules.	America and the oceans.	Outlines of English history from the accession of Henry VII. to the present time.	Transposition. Alto and tenor clefs. Recapitulation of preceding exercises.	More completely in the Holy Scriptures, Liturgy, and Catechisms.	More completely in the Holy Scriptures, and the Assembly's Shorter Catechisms.	Same as above.	—

and the memorandum of agreement, Article 81 (*f*), must not be executed until after notice from the Committee of Council (Article 62) to the managers that the conditions of admission to pupil-teachership are fulfilled in each case.

85. Temporary monitors engaged by the week, pursuant to Article 84, for the supply of vacant pupil-teacherships during a current year (Article 17), satisfy Article 52 (*b*), provided that—

(*a.*) A sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the inspector's next examination for admission (Article 88) to permanent engagements; and—

(*b.*) The vacancies have not been occasioned by voluntary causes (*i.e.*, causes for which any of the parties to the agreement can be held responsible) before the fourth year's examination has been passed.

86. Except in the cases provided for by Article 85, each vacancy in a pupil-teachership during a current year (Article 17) works a forfeiture under Article 52 (*b*).

87. The qualifications and certificates required of candidates for admission and of pupil-teachers in each year of their service are regulated by the following Table.

88. [See opposite.]

89. Female pupil-teachers, before admission to apprenticeship, must produce a written attestation from the schoolmistress and managers that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework to the inspector, together with a statement from the schoolmistress specifying whether they have been receiving practical instruction in any other kind of domestic industry. The inspector, at the time of examination, or afterwards, will obtain the opinion of some competent person upon the merit of the needlework.

Pupil-teachers who have successfully completed their Apprenticeship.

90. At the close of the apprenticeship pupil-teachers are perfectly free in the choice of employment. Any person properly interested in knowing the character of a pupil-teacher may apply to the Committee of Council for a testimonial, declaring that the pupil-teacher has successfully completed an apprenticeship; or the pupil-teacher, if willing to continue in the work of education, may become an assistant in an elementary school (Article 91), or may be

examined as a candidate for admission into a normal school (Articles 103–111), or may be provisionally certificated for immediate service in charge of small rural schools (Articles 132, 133).

*90[1]. The managers of schools, wherein it appears from the inspector's last report that the number of teachers throughout the year (Article 17) has been sufficient to satisfy Article 54, *a*, may claim grants,—

1. At the rate of 10*l.* for every male pupil-teacher admitted (Articles 105–110) into a normal school from candidates placed by examination in the first class, and 5*l.* for every male pupil-teacher so admitted from candidates placed in the second class; also
2. For every male pupil-teacher who, having been admitted (Articles 105–110) into a normal school, is at the end of his first year's residence placed in the first or second division (Articles 119, 121, 102[3]); viz., 8*l.* for every such pupil-teacher placed in the first division, and 5*l.* for every such pupil-teacher placed in the second division of students.

Assistant Teachers.

91. Pupil-teachers who can be certified, pursuant to Article 90, to have completed their apprenticeship with credit, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined. But such assistants cease to fulfil the conditions of Article 52 (*b*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher, of their school, the same certificates of conduct, attention to duty, and obedience, as are required from pupil-teachers.

92. Vacancies caused by the withdrawal of assistants in the course of any school year (Article 17) must be supplied by the appointment of temporary monitors, pursuant to Articles 84, 85; but if another assistant, qualified according to Article 91, be appointed before the inspector's next examination, the temporary monitors who preceded such appointment are not required to be examined.

93. Assistants are left entirely at liberty to make their own terms with their employers, both as to hours and wages.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

SECTION III.

ENDOWMENTS.

*93[1]. An endowed school is one deriving income from property inalienably appropriated to it, or to education.

*93[2]. Endowed schools, in order to be admissible to receive either grants or inspection, must fulfil the conditions of Articles 4, 6, and 8.

*93[3]. Annual grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52 *d*) from endowment; but the reduction is suspended as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s*. per scholar according to the average number in attendance in the year defined by Article 17 (*Article 53[1]).

PART II.

NORMAL SCHOOLS.

SECTION I.

94. A Normal school includes—

(*a*.) A college, for boarding, lodging, and instructing candidates for the office of teacher in schools for the labouring classes; and

(*b*.) A practising department, in which such candidates may learn the exercise of their profession.

95. No grant is made to a Normal school unless the Committee of Council is satisfied with the premises, management, and staff.

96. No grant is made for building, enlarging, improving, or fitting up the premises of Normal schools.

SECTION II.

Grants to Normal Schools.

97. To the practising departments (Article 94, *b*), the same annual grants (Article 40) are made as to other elementary schools fulfilling the conditions of Articles 4, 6, and 8.

98. To the colleges (Article 94, *a*), annual grants are made of 100*l*., in five successive payments of 20*l*. per annum for every master, and of 70*l*. in five successive payments of

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

14*l.* per annum for every mistress who, having been trained in them, during two years, has, since December 1862,—

(*a.*) completed the prescribed period of probation (Articles 73–6), and become qualified to receive a certificate in a school fulfilling the conditions of Articles 4, 6, and 8, or 94; *or*

(*b.*) been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial Schools, or Certified Reformatories.

99. Masters and mistresses who have been trained for one year only may obtain certificates after probation (Articles 73–76), or may be reported by the proper department (Article 98, *b*), upon the same terms as others; and five annual grants, of half the amount specified in Article 98, may be made for them to the colleges in which they were trained, provided—

(*a.*) they completed their training before 1st January 1864; *or*

(*b.*) are teachers of infants, having—

1. received a complete and special course of training for that service in their colleges, which must have been previously recognized by the Committee of Council as providing such a course; and
2. undergone their probation (Article 73–6) in infant schools.

100. The annual grant to each college in 1868 consists of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher who, having been trained in it during two years, or during one year conformably to Article 99 (*a*), has, within the five years 1863–7, become qualified, or been reported, as required by Article 98, or 99 (*b*).

101. In 1869, the year 1863 of the five years 1863–7 will be replaced by the year 1868.

102. The annual grant to each college must not exceed—

(*a.*) 75 per cent. of the expenditure, certified in such manner as their Lordships may from time to time see fit to require, of the last preceding year; or such proportionately larger sum as Article 102[7] may allow.

(*b.*) 50*l.* for each male student, and 35*l.* for each female student, in residence respectively, for continuous training throughout the year in which it is being paid.

*102[1]. The number of students in continuous training must not exceed,—

(*a.*) *In England and Wales,* the number of students for whom accommodation was provided in 1862.

(*b.*) *In Scotland,* the actual number in training in 1862.

*102[2]. The sum payable in each year, conformably to Article 102, is ascertained in *January;* and out of this ascertained sum an instalment is paid for students examined in the *preceding December* (Article 119), according to the scale set forth in Article 102[3], as soon as the result of that examination has been declared. The remainder of the said ascertained sum is paid in equal parts on 31 March, 30 June, 30 September, and 31 December.

*102[3]. The instalments payable under Article 102[2] in respect of each student examined are determined according to the following scale:—

At the End of	For Candidate placed by Examination in each Division.	Instalment to be allowed to College (*in the Case of Females, Two-thirds of these Sums*).
		£ s. d.
First year's residence	1	20 0 0
	2	16 0 0
	3	13 0 0
	4	13 0 0
Second year's residence	1	24 0 0
	2	20 0 0
	3	16 0 0
	4	16 0 0

*102[4]. The payments in respect of students examined in December, as set forth in Article 102[3], are paid although the College may not be re-opened in the following year.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

*102[5]. An account is kept from year to year in the following form:—

1.	2.	3.	4.	5.	6.	7.	8.	9.
Year.	Name of College.	Value of Certificates under Article 98.	Amount of certified Expenditure in Year preceding Grant.	Maximum Grant as per Column 3 payable at 75 per cent. of Expenditure of preceding Year.	Maximum Grant as per Column 3 payable at £ per Student.	Grant actually paid.	Deficiency under Article 98 to cover Maximum Grant payable.	Excess under Article 98 over Maximum Grant payable.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

*102[6]. All sums appearing in column 9 are applied to the payment of the sums appearing in column 8.

*102.[7] The amount appearing in column 5 is increased proportionately to any increase in the number of students (Article 107) resident for continuous training (Article 120) throughout the year in which the grant is being paid. The increased number of students must not exceed the maximum defined by Article 102[1].

Section III.

Admission into Normal Schools.

103. A competitive examination of candidates for admission into each Normal school is annually held at it in December, by one or more of the inspectors during the week following the examination for certificates (Article 119).

104. The examination extends to the subjects required at the end of a pupil-teacher's apprenticeship (Article 88).

105. The candidates are selected, and admitted to the examination, by the authorities of each Normal school on their own responsibility, subject to no other conditions than that the candidates—

(*a.*) intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, or 94, or 98, *b*;

(*b.*) having been pupil-teachers, have successfully completed their apprenticeship; *or*

(*c.*) not having been pupil-teachers, are more than 18 years old.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

106. All candidates who obtain the minimum number of marks are arranged in two classes in order of merit, irrespectively of their having been pupil-teachers or not.

107. The authorities of each normal school may propose to the Education Department for admission any candidate declared to be admissible pursuant to Article 106.

*108.

109. Before candidates are admitted—

(*a.*) The medical officer of the normal school must certify the state of their health to be satisfactory, and whether they are free from bodily lameness, defect, or deformity; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 105.

110. The authorities of each College settle their own terms of admission.

111. Upon proof by the authorities of any College that candidates have not fulfilled the conditions set forth in Articles 98–9, contrary to a declaration signed by them on admission into the College, the Committee of Council will refuse to grant teachers' certificates (Article 76) to such candidates, or to admit them to probation for certificates (Articles 73–5).

*112–118.

SECTION IV.

Examination of Candidates admitted into Normal Schools.

119. An examination of the resident students is held in December at the several Colleges in the week preceding the examination for admission (Article 103). The day fixed for the commencement of this examination is printed on the syllabus (Article 70) from year to year.

120. No student may be presented for examination except such as, at the date of their admission, satisfied Article 105, and have been resident throughout the whole year. No such student may be left out.

121. The students have a different examination according as they are males or females, or are at the end of a first or second year of residence.

122. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass

* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

in these subjects, and complete their probation (Articles 73–6,) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

* 123, 124.

125. At the end of the first year's residence, students who fall into the fourth division (Article 102[3]), are required to take up the first year's subjects again (viz., at the end of the second year), but in such cases the instalments to the College, and the certificates which the students may obtain as teachers (Article 76), are respectively at the rate (Article 102[3]) and in the form (Article 130) of the first year.

126. The principal is at liberty, by notice in writing to the Committee of Council before 30th June in each year, to designate any student who may have appeared in the third division at the end of the previous (first) year's residence, as proper to be examined again upon the same terms as the students included in the fourth division; but such designation on the part of the principal does not affect the privileges attached to the student's rank in the previous examination.

* 127.

Section V.

Use made of Examinations in Normal Schools for awarding Teachers' Certificates.

128. Teachers qualified to be examined for certificates, according to Articles 68, 71, and 72, receive notice to attend the examination held pursuant to Article 119.

129. Teachers attending examinations pursuant to Article 128 may, at their option, take the papers of the first or second years' students (Article 121).

130. No candidate (Article 72) can obtain a teacher's certificate without passing one of these examinations, but the order of the candidates according to examination, except the fourth division (Article 131), is honorary (Articles 67 and 69).

Students who pass successfully through two years of training in normal schools receive special mention thereof (*stamp*) on their certificates.

131. Candidates (whether students or acting teachers), who are placed by examination in the fourth division (Article 102[3]), receive their certificates in the lower grade of the fourth class (Article 67). Such teachers are not recognized under Article 81*a*, for the superintendence of

* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

pupil-teachers until they have risen to a higher certificate, either by re-examination (Article 78) or good service (Articles 76–7).

*131[1]. All teachers at present *registered as competent to instruct pupil teachers* are included in the fourth class, upper grade, of certificated teachers; all *other registered teachers*, and all *scheduled students acting as teachers*, are included in the fourth class, lower grade.

Part III.

SPECIAL PROVISIONS.

Section I.

Small Rural Schools.

132. Pupil-teachers who fulfil the conditions of Article 90, may, upon special recommendation by the Inspector, and upon consideration of their last examination papers, be provisionally certified in the lower grade of the fourth class (Article 131) for immediate service in charge of small rural schools (Article 133), but after their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 66), or are *ipso facto* cancelled.

*132[1]. The provisional certificate (Article 132) is confined to an entry of the pupil-teacher's name in a register kept by the Committee of Council on Education, and does not involve the issue of any certificate to the pupil-teacher.

133. Small rural schools—

(*a.*) Must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms; or

(*b.*) Must not have an annual average attendance of more than 100 scholars.

134. (The Article formerly 134 is now 131[1], which see above.) Schools having an average annual attendance of more than 89 scholars are not exempted by Article 133 from Article 52, *b.*

135. Any number of schools fulfilling the conditions of Articles 4, 6, and 8,

(*a.*) Not being less than *two*, nor more than *six;*

(*b.*) Of which no one has within *one and a half* miles of it, a population of more than *five hundred;*

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

(*c.*) Of which the aggregate number of scholars is not less than *forty* (annual average); and

(*d.*) Of which each has its own resident teacher;—

may be united under the superintendence of one certificated master or mistress, who must spend *two* clear hours at the least in each week at each school during its ordinary time of meeting, or, if the number of united schools be less than *six*, such longer time per week as *twelve* hours divided among the united schools will give to each.

136. The resident teacher of each of the united schools is not required to be certificated.

137. The superintending teacher must have been trained for two years in a Normal school (Article 94) under Government inspection, must have been placed not lower than the third division in the examination (Articles 119–121) at the end of the second year, and must have received a certificate after the usual probationary service (Articles 73 and 76).

138. The day scholars of all the united schools must be assembled once per annum, with their resident and superintending teachers, at some school-room under inspection, for examination by one of Her Majesty's inspectors, in the same manner as if they formed one school (Articles 16, 17).

*138[1]. The resident teachers (Article 135 *d*) must bring with them (Article 138) their school registers, their log books (Article 140), and the examination schedules, duly filled up and signed, of their several schools.

*138[2]. Children under six years of age, who are qualified by attendance for the grant under Article 40, *b*, 2, must be entered in the schedules, but they need not appear in person at this examination, but will be inspected at their several schools (Article 140).

Children (of whatever age), who have not attended often enough (200 times) to be entered in the schedules, need not appear at this examination, but will be inspected at their several schools (Article 140).

139. The whole of the united schools must be represented by one official correspondent, and by one treasurer for the receipt of annual grants (Article 40).

140. The inspector, before or after examining (Article 138) the children, visits the several schools and makes a special report upon each of them. If he reports (*inter alia*)

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

that Article 40, *b*, 2 is not satisfied in regard to the infants (Article *138[2]), the grant for them in that school is withheld.

141. Articles 38–63[1] apply, in all respects not specially excepted, to each united school, but

(*a*.) pupil-teachers cannot be apprenticed (Article 81) in them (Article 136); and

(*b*.) the superintending (Article 137) as well as the resident (Article 135 *d*) teacher must join in keeping the log book (Articles 56–63[1]) of each united school.

SECTION II.

Evening Scholars.

142. The managers of any school to which annual inspection has already been promised (Article 16) may apply in writing to the Committee of Council on Education, to be furnished with printed papers and instructions for holding an examination of their evening scholars (Articles 38, 39).

*142[1]. Only one examination per annum of evening scholars is held in the same school, and it may be held at any time of the year, provided that, between any two of such examinations, there intervene—

(*a*) the inspector's annual visit (Article 17); and also

(*b*) forty, or more, meetings of the school in the evening (Article 40 *a*).

143. The applicants must pledge themselves that (exclusively of all teachers of the candidates) at least two managers—or, if only one manager, then such manager, and at least one other responsible person—shall be present during the whole of the examination, and shall conduct it in every respect according to the instructions accompanying the examination papers.

144. The examination papers are sent under an official seal, and must not be unsealed except in the examination room, and in the presence of the candidates immediately about to use them.

145. The written exercises, all of which must be upon paper, having been securely sealed up in the presence of the candidates before leaving the examination room, under the seals of the two persons holding the examination, must be

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

orwarded, by the next post, to the Education Department and transmitted thence to the inspector of the school.

146. The exercises of the evening scholars transmitted to the inspector are not returned by him to the Committee of Council except as part of his next annual report on the whole school (Article 16), and the grant for the examination of the evening scholars is not paid except as part of the next annual grant to the whole school (Article 17).

†147.

148. In order to ensure the presence of a responsible manager to receive the examination papers, the managers of each school, in which a special examination of evening scholars is to be held, must renew their application (Article 142) every year to the Committee of Council. The day fixed for the examination must allow the interval required by Article *142[1].

149. The inspector of the school is at liberty to attend, without notice, at the time fixed for the examination (Article 142), and to hold it in person.

CHAPTER III.

REVISION OF CODE.

150. The Committee of Council on Education, in the course of each year, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and laid on the Table of both Houses for at least one calendar month.

151. In January of each year the Code shall be printed in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

(Signed) MARLBOROUGH,
Lord President of the Council.

ROBERT MONTAGU,
Vice-President of the Committee of Council on Education.

Council Office, 31 January 1868.

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

† Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

APPENDIX I.

Showing separately (for 1868) all ARTICLES cancelled or modified, and all new ARTICLES.

Articles in the Code of 1867 which are cancelled or modified in the Code of 1868.

16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Committee of Council informs the managers of a change. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

PART I.

ELEMENTARY SCHOOLS.

SECTION I.

ANNUAL GRANTS CONDITIONAL UPON THE NUMBER AND PROFICIENCY OF THE SCHOLARS, THE NUMBER AND QUALIFICATIONS OF THE TEACHERS, AND THE STATE OF THE SCHOOLS.

40. (*b.*) 1. If more than six years of age, 8*s.*, subject to examination (Article 48).

40. (*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).

46. Every scholar for whom the grants dependent upon examination are claimed must be examined according to one of the following standards, and must not be presented for examination a second time according to the same or a lower standard.*

* See Supplementary Rules, page lxxxiv.

New Articles in the Code of 1868.

16. The Committee of Council, at the time of agreeing to make annual grants to an elementary* school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Committee of Council informs the managers of a change. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each elementary* school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

PART I.

ELEMENTARY SCHOOLS.

SECTION I.

ANNUAL GRANTS CONDITIONAL UPON THE NUMBER AND PROFICIENCY OF THE SCHOLARS, THE NUMBER AND QUALIFICATIONS OF THE TEACHERS, THE STATE OF THE SCHOOLS, AND THE DESTINATION OF THE PUPIL-TEACHERS.

40. (*b.*) 1. If more than six years of age 8*s.*, subject to examination (Articles 46 and 48).

40. (*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 46*a*).

46. Every scholar for whom the grants dependent upon examination are claimed (Article 40, *b* 1, and *c*,) must either—

(*a.*) Be examined according to one of the following standards (Article 48), and, except† evening scholars, not be presented for examination a second time according to the same or a lower standard;‡ or

(*b.*) After having been presented for examination in Standard VI. must satisfy the inspector in some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.§

* Change, confined to making clearer the meaning.

† Instructions, September 1862, § 25, transferred to Code. See Report of Committee of Council, 1862-3, pp. xxiii-xxiv.

‡ See Supplementary Rules, page lxxxv, columns VIII*a*., VIII*b*.

§ Minute, 29 Feb. 1867

Articles in the Code of 1867 which are cancelled or modified in the Code of 1868.

47. (*b.*) Without examination after they have passed according to the highest standard, but continue to attend school under the Act.

54. Pupil-teachers admitted before 30th June 1862, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

New Articles in the Code of 1868.

47. (*b.*) Without examination, after they have satisfied the inspector according to the highest standard (Article 48),* but continue to attend school under the Act.

54. (For the Article formerly 54 see 54[1]). The grant is increased † at the rate of 1s. 4*d.* per examination satisfying the inspector (*pass*) in reading, writing, or arithmetic (Article 48), up to any number of such examinations, not exceeding 120, on the following conditions, viz.:—

(*a.*) The number of teachers must have allowed, throughout the past year (Article 17), at least one certificated or one assistant teacher, fulfilling respectively the conditions of Articles 67 and 91–3, for every 80 scholars, or one pupil-teacher fulfilling the conditions of Articles 81–9 for every 40 scholars, after the first 25 of the average number of scholars in attendance.

(*b.*) The number of passes in reading, writing, and arithmetic must—

1. exceed 200 per cent. of the annual average number of scholars in attendance who are over six years of age. In schools where the calculation of average attendance is made indiscriminately upon scholars above and scholars under six years of age, the school registers of age are to determine in what ratio the average number in attendance is to be divided.
2. fall under Standards IV.—VI., to the extent of at least one-fifth part of the whole number of passes.

(*c.*) The time tables of the school, in use throughout the past year (Article 17), must have provided for one or more specific subjects of secular instruction beyond Article 48. The inspector must name the specific subject or subjects in his report, and must state that at least one-fifth part of the average number of scholars over six years of age have passed a satisfactory examination therein.

54[1]. (This Article was numbered 54 in the Code of 1867. It has expired except with regard to *Scotland*, and is verbally altered to adapt it to its now limited application). Pupil-teachers engaged with the consent of the Committee of Council on Education according to the form of indenture in use under the Code of 1860, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the

* Change, confined to making clearer the meaning.

† Minute, 20 Feb. 1867.

Articles in the Code of 1867 which are cancelled or modified in the Code of 1868.

55. In every school receiving annual grants is to be kept, besides the ordinary registers of attendance,—

(*a.*) A diary or log-book:

(*b.*) A portfolio wherein may be laid all official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

81. (*f.*) 1. To engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than six hours upon any one day, nor more than 30 hours in any one week.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed this ____day of____18__.

_____

_____

_____

_____

_____Witness.

82. The Committee of Council is not a party to the engagement, and confines itself to ascertaining, on the admission of the apprentice and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b.*) Whether the prescribed certificates are produced from the managers.

New Articles in the Code of 1868.

second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

55. In every school receiving annual grants, there must be provided, out of the school funds,* besides the ordinary registers of attendance,—

(*a.*) A diary or log-book.

(*b.*) A portfolio wherein may be laid all official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

81. (*f.*) 1. The said managers agree to engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than six hours upon any one day, nor more than 30 hours in any one week. Sunday* is expressly excluded from this engagement, and all duties intended to be performed by the pupil-teacher on that day are left to be separately agreed upon.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed this[11]* ____day of____18__.

_____ in the presence of_____

_____ in the presence of_____

_____ in the presence of_____

11*. All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

82. The Committee of Council on Education is not a party to the engagement, and confines itself to ascertaining, on the admission of the pupil-teacher† and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b.*) Whether the prescribed certificates are produced from the managers.

90[1]. ‡The managers of schools, wherein it appears from the inspector's last report that the number of teachers throughout the year (Article 17) has been sufficient to satisfy Article 54, *a*, may claim grants,—

1. At the rate of 10*l.* for every male pupil-teacher admitted (Articles 105–110) into a normal school from candidates placed by examination in the first class, and 5*l.* for every male pupil-teacher so admitted from candidates placed in the second class; also

* Addition, to express the meaning.
† Verbal change, to agree with Article 81.
‡ Minute, 20 Feb. 1867.

Articles in the Code of 1867 which are cancelled or modified in the Code of 1868.

99. Masters and mistresses who have been trained for one year only may obtain certificates after probation (Articles 73–6), upon the same terms as others.

100. *The grants specified in the Articles 98–9 will not come into full operation before the year commencing 1st January 1868. Provisional arrangements for the years 1864–7 are included in Article 101.

101. *In January 1864 was ascertained—

(*a*.) What had been *the average annual sum* paid to each College on account of students examined in December 1860–1–2, and of Queen's scholars, certificated assistants, and lecturers resident in the years 1861–2–3. *This sum remains constant in the calculations which follow in this Article.*

(*b*.) What *number of teachers* trained in it during two years, or during one year conformably to Article 99 (*a*), had, in 1863, become qualified, or been reported, as required by Article 98, or 99 (*b*).

The annual grant to each College was—

In 1864, four-fifths of the said average annual sum, *together with* 20*l*. or 10*l*. (in the case of females 14*l*. or 7*l*.) for each teacher so qualified or reported in 1863.

In 1865, three-fifths of the said average annual sum *together with* 20*l*. or 10*l*. (in the case of females 14*l*. or 7*l*.) for each teacher so qualified or reported in 1863–4.

In 1866, two-fifths of the said average annual sum, *together with* 20*l*. or 10*l*. (in the case of females 14*l*. or 7*l*.) for each teacher so qualified or reported during the three years 1863–5.

In 1867, the number will be ascertained of teachers so qualified or reported during the four years 1863–6; in 1868, the number during the five years 1863–7.

In 1867, the grant to each College will consist of one-fifth of the said average sum, *together with* 20*l*. or 10*l*. (in the case of females 14*l*. or 7*l*.) for each teacher so qualified or reported during the four years 1863–6.

In 1868, of 20*l*. or 10*l*. (in the case of emales, 14*l*. or 7*l*.) for each teacher so qua-

* Temporary provisions expired.

New Articles in the Code of 1868.

2. For every male pupil-teacher who, having been admitted (Articles 105–110) into a normal school, is at the end of his first year's residence placed in the first or second division (Articles 119, 121, 102[2]); viz., 8*l*. for every such pupil-teacher placed in the first division, and 5*l*. for every such pupil-teacher placed in the second division of students.

99. Masters and mistresses who have been trained for one year only may obtain certificates after probation (Articles 73–6, or* may be reported by the proper department (Article 98, *b*), upon the same terms as others.

100. The annual grant to each college in 1868 consists of 20*l*. or 10*l*. (in the case of females 14*l*. or 7*l*.) for each teacher who, having been trained in it during two years, or during one year conformably to Article 99 (*a*), has, within the five years 1863–7, become qualified, or been reported, as required by Article 98, or 99 (*b*).

101. In 1869, the year 1863 of the five years, 1863–7 will be replaced by the year 1868.

* Omission supplied.

Articles in the Code of 1867 which are cancelled or modified in the Code of 1868.

lified or reported during the five years 1863-7.*

In 1869, and in each subsequent year, the earliest year of the five will be replaced by the year last ended.

102. The annual grant to each college, whether payable under Articles 98-9, or,† until 1st January 1868, under the provisional arrangements specified in Article 101, must not exceed—

(*a.*) 75 per cent. of the expenditure, certified in such manner as their Lordships may from time to time see fit to require, of the last preceding year, or such proportionately larger sum as Article 102[7] may allow.

(*b.*) 50*l.* for each male student, and 35*l.* for each female student, in residence respectively, for continuous training throughout the year in which it is being paid.

102[5]. An account is kept from year to year in the following form:—

1. Year.	2. Name of College.	3. Value of Certificates under Article 98, including the Sum A, as long as Article 101 is operative.	4. Amount of certified Expenditure in year preceding Grant.	5. Maximum Grant as per Column 3, payable: At 75 per cent. of Expenditure of preceding year.	6. Maximum Grant as per Column 3, payable: At £ per Student.	7. Grant actually paid.	8. Deficiency under Article 98 to cover Maximum Grant payable.	9. Excess under Article 98 over Maximum Grant payable.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

106. All candidates who obtain the minimum number of marks are arranged in order of merit, irrespectively of their having been pupil-teachers or not.

* If A = the average sum paid in 1861-3, and T the number of teachers on each of whom £*x*. is to be allowed, the following formula expresses the result:—

Grant for 1864 = $\frac{4}{5}$A + £*x* T (1863).

„ „ 1865 = $\frac{3}{5}$A + £*x* T (1863-4).

„ „ 1866 = $\frac{2}{5}$A + £*x* T (1863-5).

„ „ 1867 = $\frac{1}{5}$A + £*x* T (1863-6).

„ „ 1868 = £*x* T (1863-7).

† Temporary provisions expired.

New Articles in the Code of 1868.

102. The annual grant to each college must not exceed—

(*a.*) 75 per cent. of the expenditure, certified in such manner as their Lordships may from time to time see fit to require, of the last preceding year; or such proportionately larger sum as Article 102[7] may allow.

(*b.*) 50*l.* for each male student, and 35*l.* for each female student, in residence respectively, for continuous training throughout the year in which it is being paid.

102[5]. An account is kept from year to year in the following form:—

1. Year.	2. Name of College.	3. Value of Certificates under Article 98.	4. Amount of certified Expenditure in Year preceding Grant.	5. Maximum Grant as per Column 3 payable: At 75 per cent. of Expenditure of preceding Year.	6. Maximum Grant as per Column 3 payable: At £ per Student.	7. Grant actually paid.	8. Deficiency under Article 98 to cover Maximum Grant payable.	9. Excess under Article 98 over Maximum Grant payable.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

106. All candidates who obtain the minimum number of marks are arranged in two classes* in order of merit, irrespectively of their having been pupil-teachers or not.

* Verbal change, to explain Article 90[7], 1.

APPENDIX II

SUPPLEMENTARY RULES.

A copy of the following Supplementary Rules is sent to the correspondent of the School by the Inspector at the same time as notice of his visit (Article 16).

Rule 1.—In column II. of the Examination Schedule the names of the qualified scholars must be entered class by class, *beginning* with the *lowest* scholar in the *lowest* class.

Rule 2.—The entries in column VII. must show where one *class* ends and another begins. The number denoting each *class* is to be written only *once;* dots (" ") are to be put for each repetition of it, until the next higher class begins. There must be no intermixture of classes.

Rule 3.—The entries in column VIII *b.* will show where one *standard* ends and another begins. The number denoting each *standard* is to be written only once; dots (" ") are to be put for each repetition of it until the next higher standard begins. There must be no intermixture of standards.*

Rule 4.—The end of each standard in column VIII *b.* *need not* (although, of course, it *may*) coincide with the end of each class in column VII.* Compare the entries opposite to No. 6 who ends a *class,* but not a *standard;* No. 8 who ends a *standard,* but not a *class;* No. 16, who ends *both* a class *and* a standard (this is preferable).

Rule 5.—The managers need not present all the scholars who in each class are qualified for examination by number of attendances; but those whom they present at all must be presented in the classes to which the school registers prove them to belong, unless they fall as "*Exceptions*" under Rule 6.

Rule 6.—The children who, for whatever reason, are presented under a lower standard than that which an examination of the school according to the above rules assigns to their class, must be entered *last* in the schedule under the title of "*Exceptions;*" otherwise they will violate Rule 2 or 3. No child is to be placed among the "*Exceptions*" unless there is some special *excuse* for doing so, such as previous *illness,* &c. Primâ facie, every child who is not fit to be *examined* in its own class has been wrongly placed there *for instruction.*

Rule 7.—The inspector is directed to refuse to examine schools *wherein Rule 2 or 3 is violated.* He will in such

*See foot note * in page lxxxv.

cases proceed to inspect the school, and will report to the Committee of Council why he has left column IX. (*his Report on each candidate*) in the examination schedule blank.

Rule 8.—No grant will be paid to a school (not being one for evening scholars or infants only) unless one *class*,—*i.e.*, all who are to be examined as members of one class according to Rule 5,—be presented *at least as high* as standard III.

Rule 9.—A deduction of at least one-tenth will be made from the grant to a school (not being one for evening scholars or infants only) unless one *class*,—*i.e.*, all who are to be examined as members of one class, according to Rule 5,—be presented *above* standard III.

Rule 10.—Entries in column VI. have reference to Article 4 in the Revised Code, and do not exclude children from the grant whose parents, though not supporting themselves by their own manual labour, yet are of the same means and social level as those who do so; such as shopkeepers who have only petty stocks, and employ no one but members of their own family.

The occupation of *all* parents who do *not* support themselves by their own manual labour must be entered in column VI.

A well-marked line (*see* No. 12 in specimen Schedule)*

* In the following transcript of part of the Examination Schedule, Columns II., VII., and VIII *b.* are filled up, *by way of example*, according to Rules 2 and 3. Of course, the other Columns must not, *in practice*, be left blank; and the actual numbers, presented in each class, will generally be much larger.

I.	II.	III.	IV.		V.	VI.	VII.	VIII *a.*	VIII *b.*
Number.	NAME.	Age (on next Birthday).	Date of Admission to this School. Year.	Date of Admission to this School. Month.	Number of Attendances† in the Year.	Occupation of Parent. LEAVE BLANK if the Parent supports himself by his own Manual Labour. *In other Cases, make an entry.*	In what class of School: *first* means *highest.*	Under what Standard LAST examined, enter I., II., III., &c. as case may require.	Under what Standard NOW to be examined, enter I., II., III., &c. as case may require.
1	John Jones						4th.		I.
2	Thomas Peters .						"		"
3	Henry Brown ..						"		"
4	Wm. Robinson .						"		"
5	Thomas Davies .						"		"
6	Robert Finch ..	.....	.....	.....	.....	.....	"	.....	"
7	Luke Williams .						3rd.		"
8	Simon Hunt ...	.....	.....	.....	.....	.....	"	.....	"
9	James Short ...						"	I.	II.
10	Richard Rogers						"		"
11	Samuel Grant ..						2nd.		"
12	John Styles	.....	.....	.....	.....	Huckster‡	"		"
13	Henry Pigot....						"	II.	III.
14	Silas Wills						"		"
15	John Miller						"		"
16	Peter Downes ..	.....	.....	.....	.....	.....	"	.....	"
17	Charles Potts ..						1st.	III.	IV.

† *See* Rule 12. ‡ *See* Rule 10.

may be drawn under all entries in column VI., which are thought to be fairly within the meaning of Article 4.

A separate list of the names against which these underlined entries are made, with a brief statement of the reasons which have induced the managers to underline them, must be filed with the examination Schedule, and handed to the inspector on the day of his visit.

In determining whether the line may be drawn under the several entries or not, cases of doubt may be resolved according to the answers to one or more of the following inquiries:—

(*a.*) Does A. B. work for himself or for a master? If for himself, does he employ apprentices or journeymen? This will apply to masons, carpenters, tailors, blacksmiths, mariners, fishermen, &c.

The class denoted by Article 4 supports itself by its own manual labour only, and not by profit on the labour of others.

(*b.*) Would it be unreasonable to expect him to pay 9*d.* per week for the schooling of each of his children?

This payment equals about 30*s.* per annum, the estimated cost (Royal Commissioners' Report, page 345) of elementary instruction in a day school.

(*c.*) Does he rank and associate with the working men or with the tradesmen of the place?

Simple policemen, coast-guards, and dock and railway porters may commonly be regarded as labouring men. But petty officers in those services, excisemen, pilots, and clerks of various kinds, present more difficulty, and must be judged of according to the answers to the preceding inquiries.

Rule 11.—*To find the average number of scholars in attendance at a school for any period,* ADD TOGETHER the total number of attendances (see Rule 12) marked in the class registers within the period, and DIVIDE the sum BY the number of times which the school has been open within the same period; THE QUOTIENT is the average number in attendance.

This calculation should be made first for *the whole* school, and then *separately* for those scholars only who do *not* fulfil Article 4. See Rule 10, *suprà*, and note ‡ in pp. 2, 3, 4 of the Form IX. The *divisor* will be the same in both cases.

Rule 12.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction *less than two hours*, nor attendance at an evening meeting for any scholar who has been under instruction *less than one hour and a half* (Article 41). The class registers at each meeting of a school *must be marked*,

and finally closed before the minimum time constituting an attendance *begins*. The inspector will inquire whether this rule has been observed (Article 51, *d*).

Rule 13.—No child's name should be kept on the admission register after a fortnight's continuous absence without inquiry from the parents *whether the child has been withdrawn*. The names of children withdrawn (*whether they are so the answer of their parents will decide*) should be cancelled at once in the registers, and not included in the returns of *Age* and *Stay at School;* but the attendances (if any) opposite to such names in the class registers must be counted under Rule 11, *suprà*, and the whole number of such names must be counted for the return "left in past year."

MINUTES

REVISED CODE (SCOTLAND).

At the Council Chamber, Whitehall, the 28th day of June 1867.

MINUTE BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION.

Read,

The Minute of the 18th day of June 1866, whereby the inspection and examination of elementary schools in Scotland, as prescribed by the Minute of 11 June 1864, was left without change, but the period within which annual grants might be paid to such schools according to the Code of 1860, was extended to 30 June (inclusive) 1868;—

Resolved,

That the said period be further extended, viz., to 30 June (inclusive) 1869, to allow time for measures to be taken upon the Report of Her Majesty's Commissioners appointed to inquire into the schools in Scotland.

At the Council Chamber, Whitehall, the 21st day of May 1868.

MINUTE BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION.

Read,

The Minute of the 28th day of June 1867, whereby the inspection and examination of elementary schools in Scotland, as prescribed by the Minute of 11 June 1864, was left without change, but the period within which annual grants might be paid to such schools according to the Code of 1860, was extended to 30th June (inclusive) 1869":—

Resolved,

That the said period be further extended, viz., to 30 June (inclusive) 1870, to allow time for measures to be taken upon the Report of Her Majesty's Commissioners appointed to inquire into the schools in Scotland.

PAPERS relating to ELEMENTARY EDUCATION presented to PARLIAMENT by the COMMITTEE OF COUNCIL ON EDUCATION, 1867–68.

Report to Her Majesty the Queen in Council, 1866–67; with Appendix. *Command Paper.* [3882.] Price 4*s.* 6*d.*

Revised Code (1868). *Command Paper.* Price 3½*d.*

Minutes.

Minute (20 February 1867) respecting additional Grants to Elementary Schools. *Command Paper.* [3789.] Price ½*d.*

Minute (21 May 1868) further suspending the application of the Revised Code to Scotland. *Command Paper.* [H. C. 294—1868.] Price ½*d.*

Returns.

Return of Number of Candidates for examination at the Training Colleges at Christmas 1867, &c. (in continuation of No. 107, Session 1867). (Mr. Powell.) H. C. 150—1868. Price ½*d.*

Return (1861–1867) of cases in which Grants towards building Elementary Schools in England and Wales have been awarded, distinguishing those cases in which the *Conscience Clause* was required. *Command Paper.* [3840.] Price 2½*d.*

Return for years 1859–1866 of Number of Building Grants, of Schools inspected, of Scholars in attendance, and of Certificated Teachers acting. *Command Paper.* [3832.] Price ½*d.*

Return of Time during which Revised Code Examinations have been in operation; &c. (Lord Elcho.) H. C. 54—1868. Price ½*d.*

Return of Number of Children in inspected Schools in year ending 31 August 1867, distinguishing how many of such Children belong to families which are considered as poor. (Mr. Ayrton.) H. C. 58—1868. Price ½*d.*

Copy of a Letter to the Vice-President of the Committee of Council on Education, by Rev. C. A. Stevens, on Educational Statistics. (Lord R. Montagu.) H. C. 73—1868. Price 3*d.*

Return relating to Parishes in England and Wales. (Lord R. Montagu.) H. C. 114—1868. H. L. 54—1868. Price 6*s.*

Summary of last-mentioned Return. (Mr. Bruce.) H. C. 114—I.—1868. Price 1*d.*

*** The above-mentioned Papers may be purchased from Messrs. Eyre and Spottiswoode, Sale Office, House of Lords, and East Harding Street, Fleet Street; or from Mr. Hansard, 32, Abingdon Street, Westminster, and 13, Great Queen Street, Lincoln's Inn Fields.

Numbers of Candidates for Admission to Normal Schools, and of Pupil-teachers engaged in Elementary Schools, in Great Britain, in the Years 1861 to 1867, inclusive, being a Consolidation of Returns made to the House of Commons.

	Christmas 1861.		Christmas 1862.		Christmas 1863.		Christmas 1864.		Christmas 1865.		Christmas 1866.		Christmas 1867.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Number of candidates (*i.e.* for admission) who presented themselves for examination at the training colleges	1,174	1,299	1,128	1,385	789	1,042	591	904	608	947	616	968	599	879
Number of those who passed their examination	869	858	990	993	691	791	518	810	521	785	450	757	454	706
	January 1862.		January 1863.		January 1864.		January 1865.		January 1866.		January 1867.		January 1868.	
Number out of them who entered training colleges	821	770	913	842	594	694	501	697	508	707	436	685	445	676
	1861.		1862.		1863.		1864.		1865.		1866.		1867.	
Number of pupil-teachers apprenticed, *i.e.*, admitted to apprenticeship	2,984		2,762		2,971		1,228	1,340	1,338	1,293	1,450	1,620	1,838	1,904
Number of pupil-teachers in 1st year	1,521	1,571	1,454	1,490	1 160	1,155	884*	1,011*	1,212*	1,143*	1,311*	1,409*	1,711*	1,735*
" 2nd "	1,653	1,586	1,593	1,672	1,131	1,521	1,077	1,198	885	1,063	1,169	1,324	1,291*	1,462
" 3rd "	1,799	1,558	1,522	1,484	1,521	1,619	1,281	1,383	929	1,152	792	1,000	1,013	1,236
" 4th "	1,768	1,704	1,712	1,526	1,375	1,411	1,242	1,489	1,106	1,272	790	1,073	709	922
" 5th "	1,654	1,463	1,682	1,627	1,556	1,431	1,241	1,355	1,075	1,384	961	1,133	650	957
Total	8,395	7,882	7,963	7,789	7,043	7,137	5,725	6,436	5,207	6,014	5,032	5,939	5,374	6,312

* These numbers are less than those immediately above them; but pupil-teachers, who are old and proficient enough, are often "admitted" in one of the later years of service. See Code of 1860, Article 103, and Revised Code, Article 81 f, marginal note 8.

TABLES.

(No. 1.)

EXPENDITURE FROM EDUCATION GRANTS.

(TABLE A.)—*Classified according to Object of Grant.*

	For Year ended 31 March 1867.	Compared with Year ended 31 March 1866. Increase.	Compared with Year ended 31 March 1866. Decrease.	From 1839 to 31 March 1867.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. In Annual Grants paid for 1866-7, *in Scotland only*, according to the Code of 1860, viz.:				
Grants in Augmentation of the Salaries of Certificated Schoolmasters and Schoolmistresses	34,296 7 6	3,005 7 6	- - -	1,017,038 8 3
Grants to pay the Stipends of Pupil-teachers, and Gratuities to the Schoolmasters and Schoolmistresses instructing them	38,915 15 8	4,310 9 8	- - -	2,694,262 1 6
Stipends to Assistant Teachers	1,624 3 4	114 3 4	- - -	67,763 18 4
Stipends to Teachers in Night Schools	637 2 5	314 17 6	- - -	11,308 8 6
Special Allowances for Drawing	153 18 4	- - -	42 5 0	9,899 8 6
Grants to Industrial Classes in connexion with Elementary Day Schools	113 3 2	3 11 9	- - -	*101,328 14 1
2. Unexpired Pensions	610 0 0	- - -	75 0 0	7,875 11 8
3. In Annual Grants to Elementary Day Schools in England and Wales under the Revised Code, viz.:				
For Day Scholars	416,582 12 3	38,579 16 1	- - -	1,341,626 13 7
For Evening Scholars	13,202 17 5	3,299 18 3	- - -	33,141 8 9
4. Towards building, enlarging, and furnishing of School premises	24,741 6 6	3,700 15 2	- - -	1,632,842 1 7
5. In Annual Grants to Training Colleges	75,792 4 9	5,857 10 7	- - -	1,122,235 9 5
6. Administration:—	£ s. d.			
For Inspection	52,031 0 5			
For Office in London	20,885 6 11			
Contingencies of Office viz.:— £ s. d.				
Extra Copying 2,246 4 5				
Sundry Office disbursements 299 18 7				
	2,546 3 0	78,432 0 4	3,401 16 9	- - - 991,079 19 8
Stamps on Pupil-teachers' Agreements	352 7 6			
Poundage on Post Office Orders	2,617 2 6			
7. Discontinued:—				
Capitation Grants under the Old Code in England and Wales	- - -	- - -	- - -	473,946 19 2
In Books, Maps, Diagrams, and Scientific Apparatus	- - -	- - -	- - -	52,520 11 2
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£685,201 11 8	62,588 5 10	117 5 0	9,568,474 2 2

The Grants formerly made to Industrial Schools are included in this Amount.

EXPENDITURE FROM EDUCATION GRANTS—*continued.*

(TABLE B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 March 1867.	Compared with Year ended 31 March 1866. Increase.	Compared with Year ended 31 March 1866. Decrease.	From 1839 to 31 March 1867.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Schools connected with—				
Church of England	390,083 18 4	38,585 11 9	- - -	5,669,742 10 2
British and Foreign School Society	66,460 18 3	7,837 17 2	- - -	859,215 5 0
On Wesleyan Schools	32,134 19 6	3,542 16 9	- - -	440,751 7 5
On Roman Catholic Schools (England and Wales)	28,568 14 2	2,484 19 5	- - -	347,094 2 0
On Parochial Union Schools	120 0 0	- - -	- - -	77,723 9 9
SCOTLAND — On Schools connected with—				
Church of Scotland	51,311 18 8	4,847 4 4	- - -	621,974 14 10
Free Church	30,755 18 11	1,458 18 6	- - -	464,818 9 2
Episcopal Church	4,585 15 8	566 9 8	- - -	53,464 9 10
On Roman Catholic Schools	2,747 7 10	- - -	254 12 9	29,315 10 6
Other Schools	- - -	- - -	- - -	189 14 10
Administration (as in Table A.)	78,432 0 4	3,401 16 0	- - -	991,079 19 8
Transferred in 1857 under head of Scientific Apparatus to account of Department of Science and Art, towards the expense of establishing the Educational Division of the Museum at Kensington	- - -	- - -	- - -	1,500 0 0
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£685,201 11 8	62,725 13 7	254 12 9	9,568,474 2 2

(No. 2.)

TABLE showing Number of CERTIFICATED TEACHERS *actually employed in teaching*; Number of ASSISTANT TEACHERS appointed under Minute of July 1852; and Number of PUPIL-TEACHERS under Apprenticeship;—(*corrected to* 31 *December* 1867).

	Certificated Teachers.			Assistant Teachers.			Pupil-teachers.																	
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England - -	5,081	4,851	9,932	463	608	1,071	1,159	1,415	2,574	851	1,180	2,031	685	1,029	1,714	509	788	1,297	424	767	1,191	3,628	5,179	8,807
Wales -	484	182	666	26	37	63	110	100	210	76	58	134	55	42	97	48	34	82	36	44	80	325	278	603
Isle of Man, and Channel Islands -	33	32	65	1	1	2	17	10	27	5	14	19	6	10	16	5	3	8	2	6	8	35	43	78
Total - -	5,598	5,065	10,663	490	646	1,136	1,286	1,525	2,811	932	1,252	2,184	746	1,081	1,827	562	825	1,387	462	817	1,279	3,988	5,500	9,488
Scotland - -	1,501	673	2,174	39	4	43	425	210	635	359	210	569	267	155	422	147	97	244	188	140	328	1,386	812	2,198
Total, Great Britain	7,099	5,738	12,837	529	650	1,179	1,711	1,735	3,446	1,291	1,462	2,753	1,013	1,236	2,249	709	922	1,631	650	957	1,607	5,374	6,312	11,686

(No. 3.)

The same TABLE re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1867, *classified denominationally*.

Schools connected with	Number of Certificated Teachers.			Number of Assistant Teachers.			Number of Pupil-teachers.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
National Society or Church of England	4,374	4,015	8,389	374	494	868	2,577	4,047	6,624
British and Foreign School Society	725	479	1,204	83	70	153	791	751	1,542
Wesleyan Methodists' Conference	348	205	553	21	17	38	470	265	735
Roman Catholic Poor School Committee (*in England and Wales*)	151	366	517	12	65	77	150	437	587
Total, England and Wales	5,598	5,065	10,663	490	646	1,136	3,988	5,500	9,488
Church of Scotland	953	416	1,369	25	3	28	801	464	1,265
Free Church in Scotland	484	171	655	12	1	13	480	207	687
Episcopal Church in Scotland	21	42	63	—	—	—	43	74	117
Roman Catholic Poor School Committee (*in Scotland*)	43	44	87	2	—	2	62	67	129
Total, Scotland	1,501	673	2,174	39	4	43	1,386	812	2,198
Total, Great Britain	7,099	5,738	12,837	529	650	1,179	5,374	6,312	11,686

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*for Year* 1867, *and for Years* 1839 *to* 1867 *inclusive.*

FROM 1 JANUARY TO 31 DECEMBER 1867.

Denominations.	Number of School-houses* Built.							Total Amount awarded out of Parliamentary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.§					Number of Children for whom existing Schools have been enlarged.‖					Total Number of Children for whom Accommodation has been created.§				
		Number of departments comprised in those institutions.‡									Juvenile.					Juvenile.					Juvenile.				
	Institutions.†	Boys.	Girls.	Mixed	Infants.	Residences.	Enlarged or improved.				Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.
								£ s. d.	£ s. d.	£ s. d.															
ENGLAND AND WALES.																									
National or Church of England Schools – –	67	25	25	29	34	44	53	19,172 11 10	78,648 13 10	97,821 5 8	3,260	3,341	3,370	3,258	13,229	1,197	766	75	798	2,836	4,457	4,107	3,445	4,056	16,065
British and Foreign Schools	5	5	2	2	1	4	7	2,183 9 7	7,141 5 2	9,324 14 9	614	386	280	–	1,280	384	176	–	160	720	998	562	280	160	1,980
Wesleyan Schools – –	1	–	–	1	–	–	–	300 0 0	994 2 1	1,294 2 1	–	–	300	–	300	–	–	–	–	–	–	–	300	–	300
SCOTLAND.																									
Church of Scotland Schools – – –	5	1	1	4	1	4	4	1,070 14 9	2,798 7 6	3,869 2 3	104	–	422	–	526	88	66	51	86	291	192	66	473	86	817
Free Church, and other Schools *not* connected with Church of Scotland	–	–	–	–	–	1	1	77 15 0	188 14 4	266 9 4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Total – – –	78	31	28	36	36	53	65	22,804 11 2	89,771 2 11	112,575 14 1	3,978	3,727	4,352	3,258	15,315	1,669	1,008	126	1,044	3,847	5,647	4,735	4,478	4,302	19,162

FROM 1839 TO 31 DECEMBER 1867.

ENGLAND AND WALES.																									
National or Church of England Schools – –	3900	1624	1597	1838	981	2514	1828	1,156,058 10 0½	2,743,862 8 3	3,899,920 18 3½	204575	191598	188360	109298	693831	16071	13111	8002	13892	51006	220646	204709	196362	123120	744837
British and Foreign Schools	235	151	125	69	57	101	183	89,541 0 7½	160,081 0 2½	249,622 9 10½	22604	17993	9128	7112	56837	2032	1234	469	1868	5603	24636	19227	9597	8980	62440
Wesleyan Schools – –	127	38	38	84	60	92	40	77,251 19 10	139,381 11 11	216,633 11 9	7636	6155	17574	9839	40704	675	414	444	216	1749	8311	6569	18018	9555	42453
Roman Catholic Schools (in Great Britain) –	58	40	38	11	28	31	14	39,599 4 3	83,117 0 8	122,716 4 11	8568	7586	1213	3598	20915	89	145	–	85	319	8657	7681	1213	3683	21234
SCOTLAND.																									
Church of Scotland Schools – – –	222	56	78	131	18	120	56	59,699 10 0½	123,639 1 2	183,338 11 2½	8815	9677	13350	1610	33452	900	576	1253	204	2933	9715	10253	14603	1814	36385
Free Church, and other Schools *not* connected with Church of Scotland	160	46	47	107	11	97	53	35,145 1 6	71,620 9 1½	106,765 10 7½	5396	5062	12497	606	23561	621	389	527	177	1714	6017	5451	13024	783	25275
Episcopal Schools – –	6	4	5	1	1	7	3	3,851 1 6	6,592 14 7	10,443 16 1	546	746	211	96	1599	–	88	331	36	455	546	834	542	182	2054
Total – – –	4708	1959	1923	2236	1156	2962	2177	1,461,146 7 9½	3,328,294 5 11½	4,789,440 13 9	258140	238767	242333	131659	870899	20388	15957	11026	16408	63779	278528	254724	253359	148067	934678

* Exclusive of Training Colleges.

† Held in separate buildings, and separately managed.

‡ In which separate teachers are employed.

§ At the rate of 8 square feet of superficial area per child.

‖ It must be noted that the figures in this group of columns are confined to those cases in which the *superficial area* of school-rooms has been *increased.* The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided *without any extension of area.*

The following Explanatory Table (4 *a*) includes all the Grants awarded between 1 January and 31 December 1867 towards the *erection, enlargement,* or *improvement* of School-buildings.

EXPLANATORY TABLE.

(No. 4 *a*.)

Denominations of Schools.	Number of Schools under each Denomination.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid on same Awards before 31 Dec. 1867.	Not claimed before 31 Dec. 1867.
			£ s. d.	£ s. d.	£ s. d.
National or Church of England Schools - -	164	208,602	29,916 9 0	2,307 19 0	27,608 10 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - -	15	27,424	3,854 15 9	319 7 4	3,535 8 5
Roman Catholic Schools -	1	920	115 0 0	- - -	115 0 0
Schools in Scotland connected with Church of Scotland - - - -	13	11,739	1,570 6 1	336 13 6	1,233 12 7
Schools in Scotland *not* connected with Church of Scotland - - - -	2	2,155	334 7 6	- - -	334 7 6
Total - -	195	250,840	35,790 18 4	2,963 19 10	32,826 18 6

MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement may be claimed within nine months from the date of award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great portion of the Grants for building, enlargement, or improvements paid in each year was awarded in previous years. (*See two following Tables.*)

The following Explanatory Table (4 *b*) includes all the Building Grants paid between 1 January and 31 December 1867, whether awarded before or within that period.

EXPLANATORY TABLE.

(No. 4 *b*.)

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.
		£ s. d.
National or Church of England Schools - - - - -	120	19,172 11 10
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - -	13	2,483 9 7
Roman Catholic Schools - - - - - - - - -	—	—
Schools connected with Church of Scotland - - - -	9	1,070 14 9
Schools *not* connected with Church of Scotland - - -	1	77 15 0
Total - - - -	143	22,804 11 2

The following Explanatory Table (4 *c*) includes all the Building Grants *remaining unpaid*, and which may be claimed within the year now current, in addition to those awarded within this year.

EXPLANATORY TABLE.

(No. 4 *c*.)

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings, £ s. d.
National or Church of England Schools - - - -	167	33,902 11 3
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - -	12	3,525 8 5
Roman Catholic Schools - - - - - -	1	115 0 0
Schools connected with Church of Scotland - - - -	9	1,243 12 7
Schools *not* connected with Church of Scotland - - -	2	334 7 6
Total - - - -	191	39,210 19 9

*** The Parliamentary Estimate for Building Grants in each year is calculated with reference to the three foregoing Explanatory Tables.

EXTRACTS FROM THE GAZETTE.

APPOINTMENT OF INSPECTORS OF SCHOOLS.

(From the London Gazette of 3 March 1868.)

At the Court at Osborne House, Isle of Wight, the 29th day of February 1868 ;

PRESENT :

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *William Williams*, Esq., B.A., of Trinity College, Cambridge, to be one of Her Majesty's Inspectors of Schools.

ARTHUR HELPS.

(From the London Gazette of 15 May 1868.)

At a Court at Windsor, the 14th day of May 1868 ;

PRESENT :

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *John Lomax*, Almoner of Lathom, Ormskirk, B.A., to be one of Her Majesty's Inspectors of Schools.

ARTHUR HELPS.

CORRESPONDENCE with the MANAGERS of certain SCHOOLS in which (*a*) false Entries had been made in the Registers by the Master, (*b*) the Undertaking was farmed by the TEACHER. (Report, 1865–66, pp. xvi–iii; 1866–67, pp. xxxix–xl).

HECKINGTON (LINCOLNSHIRE) NATIONAL SCHOOL.

No. 1.—MR. H. GODSON to MR. SEWELL (forwarded to the Educational Department with Mr. Sewell's Annual Report upon the School).

MY DEAR SIR, Heckington, 25th June 1867.

I BEG to thank you for your kind reply to my note, and must certainly agree with every sentiment you express in reference to Mr. —— it is indeed a most unfortunate matter, not only for Mr. ——, but for his respectable and much esteemed family, and I may add also for the parish generally. If he had been in any way personally interested in this foolish act, it would have been more than folly, it would have been a crime; but taking the facts as they are, I do think his character and great usefulness in the parish should deserve serious consideration.

You may know that before coming to Heckington he was 28 years in the same capacity at Boston, and was there also much esteemed for his general usefulness. In reference to Mr. —— and his family I cannot speak too highly, their utility in this parish is beyond all praise, and I fear we should have very great difficulty in meeting with another family altogether so deserving.

Although I am addressing you personally I have the pleasure to assure you that I am really writing in the name of our committee, who have authorized me, as you will see by the enclosed memorandum, to say that all I have said in reference to Mr. —— and his family they most earnestly endorse.

The Archdeacon of Stowe was here this morning, and on being informed of the matter said he should be glad if any application were made to him to give his testimonial in support of this statement.

It is very much to be regretted that the vicar (Mr. Cameron) is from home at this moment, as he would I am sure have been most anxious to employ his best efforts in support of this cause.

I am, dear Sir, &c.
HENRY GODSON.

P.S.—Allow me to add that I should have submitted this to the vicar (Mr. Cameron) but am grieved to say bad health has obliged him to leave his parish for six months, and by order of his physicians all business transactions are to be kept entirely away from him.

MEMORANDUM referred to in the preceding LETTER.

(Copy.) Heckington, 25th June 1867.

We, the undersigned members of the Heckington School Committee, beg to say that we have much pleasure in subscribing to every

sentiment expressed in the above communication referring to the character and utility of Mr. ——, his wife and his family.

SAMUEL CRAVEN, Curate.
W. LITTLE,
JOSEPH GODSON,
EDWARD HILLYARD,
C. H. LITTLE,
HENRY GODSON,
} Churchwardens.

No. 2.—MR. LINGEN to MR. CRAVEN.

Education Department, Privy Council Office,
Downing Street, London, S.W.,
26th July 1867.

REV. SIR,

HER Majesty's Inspector has called the attention of the Committee of Council to the fact that three of the children against whose names respectively 204, 205, and 206 attendances are entered in the examination schedule for the year ending 31st May last appear by the admission register to have begun to come to your school only on 20th April.

For this fraudulent entry it appears that Mr. ——, the schoolmaster, is primarily responsible.

The schedule bears a certificate in the words and with the signatures following :—

"We, the undersigned teachers, certify, each for our own school, the following entries to be correct in every instance; and we, the undersigned managers, certify that we have actually verified a sufficient number (taken at hazard) of these entries by the original registers to satisfy us of the accuracy of the return.

——— ———, Teacher of mixed School.
HENRY GODSON,
SAMUEL CRAVEN, Curate,
JOSEPH GODSON,
} Managers."

My Lords hope that yourself and the other managers who have countersigned this certificate had satisfied its terms before doing so. The conclusion suggests itself that Mr. —— would not have ventured to commit so barefaced an act of cheating had he not been emboldened by the impunity arising from long previous negligence on the part of his employers.

My Lords have read with much surprise the letter in which Mr. Godson describes Mr. ——'s act as nothing more than one of folly.

Mr. ——'s register after this discovery must be treated as quite unworthy of credit, and no grant can be paid to the school for the past year (Article 51*d*).

My Lords are prepared to receive (through you) from Mr. —— a statement of any reasons which he may have to urge why his certificate shall not be permanently cancelled. The effect of such a step would be to disqualify any school of which he has charge from receiving a grant (Article 51*b*).

I have the honour to be, &c.
R. R. W. LINGEN.

Rev. Samuel Craven,
Heckington, Sleaford.

No. 3.—Mr. Craven to the Secretary.

Sir, Ilkley, Leeds, 30th August 1867.

May I request that you will kindly lay before my Lords the accompanying memorial. Any reply which their Lordships might make could be addressed to Heckington, Sleaford.

I have, &c.

George Thomas Cameron.

Enclosure No. 1 in foregoing Letter.

Heckington National School,

My Lords, 20th August 1867.

Our vicar, the Rev. G. T. Cameron, being from home, your Lordships' report was not placed in my hands till yesterday.

It is with the deepest humiliation and sorrow I confess myself guilty of an unjustifiable act in making a false entry in my returns. In extenuation I can only state that I acted from *impulse* and *vexation* owing to the time of year at which the inspection takes place; we have annually lost a considerable portion of the grant through the absence of the children on the day of the inspection, most of the children in the upper classes leaving in April for field work. This year an additional number left a week previous to inspection, and my efforts to get them together were unavailing. In despair I rashly substituted the names of three children who were regular in their attendance for three others who had attended school for more than twelve months, but who had just left for field work.

My sole motive was, as I thought, to serve the interests of the school. Reflection has shown me the great error I have fallen into.

I throw myself on your Lordships' mercy, and humbly pray that this one great error of my life, above *thirty* years of which has been spent in teaching large public schools, may not be visited by such *utter ruin* of character and prospects as your Lordships will inflict if you cancel or suspend my certificate.

I beg most emphatically to assure your Lordships that my registers have *always* been carefully kept, and to the best of my belief are *quite correct*.

I have, &c.

To the Committee of Council on Education.

Enclosure No. 2 in foregoing Letter.

My Lords, Ilkley, Leeds, 30th August 1867.

In a communication from your Lordships addressed to the Rev. S. Craven, curate of Heckington, dated July 26th, and which concerned a fraudulent entry made by Mr. ——, the master of Heckington National School in his returns to Her Majesty's Inspector, your Lordships stated that you were prepared to receive (through him, Rev. S. Craven) from Mr. —— a statement of any reasons which he may have to urge why his certificate should not be permanently cancelled. That communication was forwarded to me, and I have now the honour as vicar of Heckington of enclosing Mr. ——'s defence.

It is needless for me to express to your Lordships my own deep regret for the act, and my inability to set up any plea in justification of it, but I trust I shall have your Lordships' kind indulgence if I venture to make two statements.

1. That during the four years of my acquaintance with Mr. —— I have never known him guilty of any act indicative of want of principle, and that I have always believed, and (the act in question notwithstanding) am still constrained to believe, his conduct to be generally actuated by a due regard to truth and right.

2. I fully endorse Mr. ——'s plea of impulse and vexation.

The parish of Heckington is one of the many populous and extensive villages found in the fen districts of Lincolnshire, and for reasons which will be obvious to your Lordships is not so amenable to the influence of the clergyman or schoolmaster as a parish of less population and smaller area. The employment of the inhabitants is purely agricultural. During the winter months the average attendance of the school had been 105; in the month of April it began to decline, and in the week before the inspection fell to 70. Children are often employed at the early age of seven, and it is frequently the custom of mothers when they work in the fields to take their whole family with them.

This state of things is, I regret to add, beyond the power of the school managers to remedy.

Your Lordships will observe that I do not set up this state of things as a plea in justification of Mr. ——'s act; I only mention it as what might possibly be regarded as an extenuating circumstance in the case. Your Lordships will easily understand how extremely disappointing it is for a teacher to be deprived of the credit and the committee of the emoluments of a year's labour by circumstances beyond their control, and how hardly such a disappointment presses on the slender resources of a village school.

Unhappily absence from home on account of ill health prevented me from being present when Her Majesty's Inspector visited the school, so that I can give no satisfactory account of what then took place, but I am instructed by the managing committee to express to your Lordships their deep regret for their failure of duty in properly examining Mr. ——'s registers.

I have, &c.
GEORGE THOMAS CAMERON.

No. 4.—MR. SYKES to MR. CRAVEN.

Committee of Council on Education,
Council Office, Downing Street, London, S.W.,
28th September 1867.

* * * * * *

Adverting to your letter dated 30th August 1867, I am to inform you that my Lords have given their most serious consideration to this case, and they have decided that Mr. ——'s certificate must be suspended for three years from 1st June 1867.

On the present occasion the grant is allowed, but no further grant will be paid until Mr. ——'s certificate is restored to him, or a duly qualified successor is appointed.

J. SYKES.

SADDLEWORTH (LANCASHIRE) NATIONAL SCHOOL.

No. 1.—Mr. Wild to Mr. Lingen.

Uppermill, near Manchester,
19th June 1867.

Dear Sir,

I shall take it as a great favour if you would inform me who the Government inspector was, name and address, who came to the Saddleworth Parish Church National Day School, as I wish to ask him a few questions respecting the examination which took place on the 5th and 6th of June, the present month. It is high time that such proceedings as took place then were looked into; for instance, fetching scholars that have been attending other schools for over eight months and passing them; another he passed both day and night school examination, and another only been three times to school, and him he passed; can such things be right? Trusting you may comply with my request,

I am, &c.

John P. Wild,
Boot Manufacturer,
Uppermill, near Manchester.

R. R. W. Lingen, Esq.

No. 2.—Sir F. R. Sandford to Mr. Wild.

Education Department,
22nd June 1867.

Sir,

If you will be good enough to furnish my Lords with the names of the scholars (day and night), and the details of the irregularities to which you allude, they will inquire into the circumstances.

I have, &c.

F. R. Sandford.

Mr. J. P. Wild.

No. 3.—Mr. Wild to the Secretary.

Uppermill, Manchester,
8th July 1867.

Sir,

Agreeably to the instructions contained in your letter of the 22nd June last, I have the honour to furnish you with the names of the scholars and the details of the irregularities alluded to in my former letter. The enclosed are only a few of many cases of a similar character that can be furnished if necessary.

Their Lordships will at once perceive the extreme difficulty I have in investigating such cases, as having no access to the schoolmaster's books I am unable to prove whether he returns these scholars as having attended school the necessary number of times to entitle them to be examined for the grant. Suspicions have existed in the neighbourhood for a long time that the returns are in some degree cooked, and the grounds for these suspicions have become stronger each year for the following reasons :—

1st. The amount of the yearly grants is considered exorbitant for the populousness of the district.

2nd. The number of scholars present, especially at the night school examinations, in excess of what seems the ordinary attendance.

3rd. Previous to each examination, whether of day or night school, the schoolmaster is in the habit of hunting up children, young persons, apprentices, &c., soliciting their parents or guardians as a personal favour to allow them to attend the examination, and alleging that for every one so attending he would get so much from Government; several cases of this description can be furnished. Indeed so great is the dissatisfaction upon these points in this neighbourhood that in the opinion of many of the most respectable of the inhabitants nothing but an investigation into them will remove it.

I have the honour to be, &c.

The Secretary of the Committee of Council.

JOHN P. WILD.

DETAILS referred to in foregoing LETTER.

B. T., of Butterhouse, 11 years of age, was presented at both the day and night school examinations this year, and states that the master told him he should receive 13*s.* for his being so present.

W. S., of Harrop Green, and a *brother of his* were both presented at the day school examinations; the former attended school only four weeks, and the latter not at all previously to that day.

F. L., of Springmeadow, was admitted to the day school on the 27th of March 1867, and was presented for examination.

A. A. B., of Polgreen, admitted April 29th, 1867, and was presented for examination.

H. H., admitted only four days before the examination, and was presented, she having been for the seven months previous at Friezland School.

A. H., of Uppermill, was prevailed upon by the schoolmaster to attend the day examination while he was a half-time factory scholar at the Mechanics' School, Uppermill, and that of course without the knowledge or consent of the master of the latter school. He was presented for examination at one school when he was actually a scholar at another.

J. T. W., *G. T. W.*, *B. W.*, and *M. A. W.* were presented at the day school examination, being the children of Mr. T. W., of Ryefield House, who possesses property producing an income of nearly 400*l.* a year. These same two boys had some time before attended Wharmton Grammar School.

G. W., of Holly Grove, was present at the night school examination, having been at school only one night.

W. B., of Wrigley Mill, was also presented, having attended school only three nights.

C., B., of Littlemoor, was likewise presented, having attended school six nights.

A. S., of Uppermill, was presented at the night school examination in 1866, having attended school only once, and was examined in *another* scholar's name.

H. A., of Uppermill, was presented at the same examination, having attended school only three nights.

F. S., of Uppermill, was also presented at the same examination, and attended only one week previously.

W. W., of Uppermill, attended 10 nights only before he was presented to the same examination.

No. 4.—Mr. Routledge to the Secretary.

Sir, Halifax, 20th July 1867.

I have the honour to state that in accordance with the orders I received I gave notice to the correspondent of the managers of the Saddleworth N.S. (who is also the clergyman, Rev. R. Whitelock) of my intention of calling upon him on Wednesday, July 17th- on matters connected with the recent inspection of his school. He met me at the station, and though unable himself to be present at the inquiry during the morning (owing to a previous engagement), gave his full consent to an immediate inspection of the registers of the school, and concurred in the desirability of Mr. Wild's attendance. I spent the greater part of the morning in examining the registers of the school, Mr. Wild and Mr. —— (the schoolmaster) both being present. In the afternoon I sent for as many of the boys and girls (mentioned in Mr. Wild's letter, dated July 8, 1867) as could conveniently attend, and there were also present some of the inhabitants of the village, who wished to make statements with reference to these children. Mr. ——, the schoolmaster, was in attendance the whole time, and the Rev. R. Whitelock (correspondent of the managers) during the latter part of the inquiry.

I experienced considerable difficulty in conducting the inquiry owing to the (in many cases) directly contrary testimony given by Mr. —— and those who made the complaints against him. But I beg to call your attention to the following abstract which I have made of the various cases submitted to me.

1. *B. T.*—This boy's name is not on the night school examination schedule, I therefore contented myself with ascertaining from the registers that he had attended the day school more than 200 times.

2. *W. S. and Brother.*—Wm. Shaw appears not to have been presented for examination at all. His brother, *James Shaw*, is marked in the day school register as having attended 211 times.

3. *F. L.* seems to have been examined with the others of his class, but his name was not entered on the examination schedule.

4. *A. A. B.*—About this girl the testimony was exceedingly conflicting. She is marked in the register as having attended 385 times, *i.e.*, with tolerable regularity throughout the year, with the exception of a week here and there, though in one case there was a blank in the attendance register for a fortnight.

The girl herself (seemingly an intelligent child of 13 years of age) came before me and stated most positively that she "left off coming to "school a few weeks after the examination in 1866, and only came "back again about five weeks before the examination in 1867," and when questioned, declared she was certain she had not come to school at all in December, January, February, or March (in all of which months her attendances are marked on the register). I asked the pupil-teacher in whose class she was what her impression was about the girl's attendance, and she said the girl had been away a "few weeks or months."

On the other hand the girl's mother said she had never been absent from school so long as three months together, but added, on being further questioned, that she had certainly been away as long as a month at a time, but she did not exactly remember for how much longer. Mr. —— simply said that if the attendances were marked on the register she had been present.

My impression is that entries of her attendance have been made on the register when she was not at school. How far this has been the case I cannot say, owing to the conflicting nature of the evidence.

5. *H. H.*—As to this girl the evidence given on either side was directly at variance. The girl herself was away from Saddleworth, and so was not present. She is marked in Mr. ——'s registers as having attended 286 times, and amongst other times, almost invariably from November 7, 1866, to March 8, 1867. On the other hand, Mr. Wild states that during the whole of the latter period she was attending the Friezland School, and gave me an extract made from the Friezland register by the vicar, which I send herewith.

It is impossible to reconcile these two statements. I asked the pupil-teacher in whose class she was as to her attendance, and her answer was, "as far as I can remember she left Saddleworth School a "little before Christmas, and came back a little before the examination" (in June 1867).

6. *A. H.* was present, but is a small boy, and did not seem to remember much. He is marked in Mr. ——'s registers as having attended school 417 times.

7. *J. T., G. T., B., and M. A. W.*—Their father was reputed to have about 400*l.* per annum, but it was suggested that he was at present "in difficulties."

8. *G. W.*—33 attendances marked in register.

9. *W. B.*—(No. 96 on night school examination schedule, entered by mistake as M. B.) I am not satisfied as to the accuracy of his attendances as marked in the register. They are entered vertically across the register, and his name is in place of another boy's, erased thus—

J. S., W. B. . . . &c.

10. *C. B.*—His name is not entered on examination schedule, though he had made 24 attendances. There seems to be some confusion, owing to there being several of the same name (surname).

11. *A. S.* (*present*) says he did a paper with T. J. Broadbent's name at the top, but admits that T. J. Broadbent was at the examination himself.

12. *H. A.*, name not on examination schedule nor on registers.

13. *F. S.*, No. 77 in night school examination schedule (1866), entered on register as having attended 64 times, was present and asserted that he had only attended school three or four times.

Mr. —— cannot remember whether there is any other F. S.

14. *W. W.*—There are several W's. Two W. W's. entered on register as having attended respectively 65 and 67 times. A. W. W. came before me and said he was at last year's night school examination and worked a paper, though he had attended school only 10 times. There were no other W's. forthcoming, one had died.

In conclusion I beg to make the following remarks:—

(A.) There is no *admission register* of any kind, either for the day or night school.

(B.) The night school registers are not kept in a careful, proper way.

(C.) The custom seems to have been to call in other *schoolmasters and mistresses* to help in conducting the evening school examination; this practice, I think, is very much to be condemned.

(D.) I am not prepared, after due consideration, positively to assert that false entries have been wilfully made in the registers, but from a few instances (especially in such cases as Nos. 4, 5, and 13) I am led to the conclusion that "the registers are not kept with sufficient "accuracy to warrant confidence in the returns."

I have the honour, &c.

CHARLES F. ROUTLEDGE.

ENCLOSURE in No. 4.

H. H., daughter of H., a gardener, and residing at Shawhall, entered Christ Church, Friezland parochial schools, November 7, 1866.

She attended in November and December 1866, also January 1867, February, and till March 8th; absent from March 8th to May 13th, attended to May 31st, when she left, assigning as the reason that she was to attend the Saddleworth School.

The foregoing is extracted from our school registers.

GEORGE VENABLES,
Vicar of Friezland.

July 17, 1867.

To the Rev. C. F. Routledge,
H.M. Inspector of Schools.

No. 5.—MR. LINGEN to MR. WHITELOCK.

Education Department,
26th July 1867.

REV. SIR,

I HAVE the honour to forward a copy of the report made by the Rev. F. C. Routledge, H.M. Inspector, upon the cases in which Mr. Wild, of Uppermill, questioned the accuracy of your returns.

No grant for the past year can be paid to your school (Article 51 *d*), and Mr. —— cannot be recognized again, under Article 51 *b*, as the master of any aided school unless he can free himself from (what my Lords feel obliged to call) the clear *primâ facie* case of fraud which this inquiry discloses.

My Lords observe that no voluntary subscriptions are raised in support of this school, and they are left to conclude that the master's engagement has been upon terms to make what he could out of the grants and fees. In what degree he has been controlled by the managers is not stated; nor does it appear in what sense Messrs. Wrigley, Charlesworth, and yourself have signed the certificate at the head of each of the examination schedules when there was no admission register.

A copy of Mr. Routledge's report is sent by this post to Mr. Wild.

I have the honour to be, &c.
R. R. W. LINGEN.

The Rev. Richard Whitelock.

No. 6.—MR. LINGEN to MR. WILD.

Education Department,
26th July 1867.

IN answer to your letter of the 8th instant, I have the honour to enclose a copy of the report made by the Rev. F. C. Routledge upon the cases which you brought under the notice of the Committee of Council.

There appears to have been amply sufficient reason for your interfering in the public interest.

Grants to the school and the further recognition of Mr. —— as a certificated master are suspended.

I have the honour to be, &c.
R. R. W. LINGEN.

Mr. Wild.

No. 7.—MR. WILD to MR. LINGEN.

Uppermill, Manchester, 30th July 1867.

SIR,

I BEG to acknowledge the receipt of your letter dated July 26th, containing Rev. F. C. Routledge's report of the irregularities at the

Saddleworth National School. Had I had a day or two's notice of the inspector coming I could have produced evidence ten times blacker than what has been, and had there been sufficient time on the day the inspector came I could have brought over 50 cases where he (the schoolmaster) has robbed and plundered a country to gain his own ends. On the very day that Mr. Routledge was here Mr. —— entered my house and took up the fire poker and swore three different times that he would take my life, and after that he swore he would shoot me, and all for telling a little honest truth respecting his doings. Now what am I to do, losing my time and expense, and then threatened to have my life took, and all for interfering in the public good. I should say that to bring out what has been done it has cost me at times many a pound, though not in money but in time, ferreting out these cases. I have been at work over six months, doing my utmost to bring the affair forward. The result appears to have given general satisfaction to the inhabitants of the district. Thanking you for your straightforward manner in bringing the affair to a close in the short time you have done, one word of advice will be thankfully received.

I have the honour to be, &c.
JOHN PLATT WILD,
Boot and Shoemaker,
Uppermill, Manchester.

R. R. W. Lingen, Esq.

No. 8.—MR. LINGEN to MR. WILD.

Education Department,
6th August 1867.

SIR,

IN reply to your letter of the 30th ultimo, my Lords have only to state that persons who threaten others with violence can be required by the magistrates to give due security for keeping the peace; and that the magistrates may always be applied to by persons needing such protection.

I have the honour to be, &c.
R. R. W. LINGEN.

Mr. J. P. Wild.

No. 9.—MR. WHITELOCK to MR. LINGEN.

The Vicarage, Uppermill, Saddleworth,
30th July 1867.

SIR,

I HAVE the honour to acknowledge the receipt of your letter of the 26th instant with Mr. Routledge's report.

I immediately called a meeting of the managers of the school, and have now to inform you that Mr. —— and his wife have ceased to be the master and mistress. Their Lordships concluded rightly that the late master's engagement was upon terms to make what he could out of the grants and fees; this was in the hope that it would encourage his exertions, particularly as he was our first master and had the school to establish.

With reference the degree in which he has been controlled by the managers, I can only state that it would be difficult to devise means to prevent such cases of fraud, and we should be most thankful for advice. In extenuation of the blame, if any attach to the managers, I beg the perusal of the testimonials we received on Mr. ——'s appointment, and humbly submit that they warranted a degree of confidence in him that he has not merited.

Referring to the observation, "that it does not appear in what sense "Messrs. Wrigley, Charlesworth, and yourself signed the certificate at "the head of each of the examination schedules when there was no "admission register," I have to explain that though there is no book called the admission register, the names of the scholars were entered in the school registers, and before signing the certificate at the head of the examination schedules we actually verified the entries by the original registers in the required manner.

Permit me to add that we shall be obliged by any suggestions respecting a better management of our school.

I have the honour to be, &c.

R. WHITELOCK,
Correspondent of the Managers of
the aforesaid School.

R. R. W. Lingen, Esq.,
Council Office, Downing St.

No. 10.—MR. LINGEN to MR. WHITELOCK.

Education Department,
7th August 1867.

REV. SIR,

IN reply to your letter of the 30th ultimo, I am directed to return Mr. ——'s testimonials.

Unless a register was kept containing the dates at which the scholars were admitted (and this is part of every school register known as an "admission register"), it was impossible that you should be able to certify whether or not the number of attendances marked against any name was even presumably correct.

Registers of some approved form ought at once to be provided by the managers, and marked as belonging to the school. The teacher is not the person who ought to provide them.

The school registers published by the National Society, or Eyre and Spottiswoode, or Groombridge, or Langton, or Martin can be procured through any bookseller, and are sufficient for all official purposes.

The only observation which my Lords have to make upon the management of this school is that your committee by their relations with the master put it out of their power to exercise effectually any part of that superintendence and control on the faith of which public grants are made. It must be added also that the temptation to which Mr. ——, unhappily for himself, succumbed arose directly out of the means employed by your committee to shift all pecuniary responsibility from themselves.

Their Lordships in their two last annual reports, 1865–6, pp. xviiii, 1866–7, pp. xxxix–xl, have published statements upon the subject of schools farmed like this one, by the teachers, from which your committee may see what it is their Lordships complain of, and what reforms are needed in your own school.

If you refer to the debate in the House of Commons on the 29th ultimo, when the vote (1867–8) for public education was agreed to, you will see that the practice of thus leaving schools to the teachers was condemned by many of the speakers as discreditable, without finding any one to defend or excuse it.

The managers are of course aware that they remain answerable to the pupil-teachers for fulfilling the terms of the agreements made with them.

I have the honour to be, &c.

R. R. W. LINGEN.

The Rev. R. Whitelock.

SHEFFIELD, ST. PHILIP'S NATIONAL SCHOOL.

No. 1.—Mr. Lingen to Mr. Livesey.

Education Department, Privy Council Office,
Downing Street, London, S.W.,
7th August 1867.

Rev. Sir,

I am directed to communicate to you, for the information of the managers, the following copy of the report made by H.M. Inspector upon the occasion of his recent visit to your school.

I have the honour to be, &c.
R. R. W. Lingen.

Rev. John Livesey,
St. Philip's, Sheffield.

Girls' School.

"The children are in fair order and in a tolerable state of elementary attainments, moderate in religious knowledge, and backward in arithmetic, under an uncertificated mistress of long experience as a teacher, with some monitors under her. The school is entirely an adventure school, taken at her own risk, and dependent on her for books, apparatus, fuel, &c. She also pays 7*s.* the week rent for the two rooms."

Infants' School.

"This department is under the sister of the girls' schoolmistress, also uncertificated. She has only been here three months. The children are in fair order and tolerable in infantine attainments.

"It seems altogether wrong that in this important parish, with a population of 24,000 in all, and with about 10,000 attached to the district of St. Philip's church, there is no church school for boys. There are buildings which might be used for this purpose, and towards the erection (or completion) of which a grant (of 260*l.*) was made. At present there is only a mixed school of smallish boys and girls, with an infants' department attached to it, the whole being under an uncertificated mistress and her uncertificated sister.

"The return usually made by managers (Form IX.) has not been remitted to me by the correspondent."

My Lords have ordered a note to be taken of this case as one which may require to be printed for the information of Parliament in the Committee of Council's next annual report.

I am directed to inquire to what purpose the rent improperly charged for these premises is applied.

R. R. W. L.

No. 2.—Mr. Livesey to Mr. Lingen.

St. Philip's Parsonage, Sheffield,
9th August 1867.

Sir,

I have the honour to acknowledge the receipt of two communications bearing your signature; the one consisting of printed documents, for which I am much obliged; the other being a report of H.M. Inspector on St. Philip's schools for girls and infants, on which I must trouble you with a few strictures.

1st. It might suffice to say that the schools reported on are not open to inspection, that privilege being confined to the boys' school, to which the Parliamentary grant was restricted, nor have they for some years been visited by H.M. Inspector, whose recent notice of inspection therefore, though not declined, was received with some surprise, which has not been diminished by the observations which close his report.

2nd. The inspection was fixed for a day when I was necessarily absent in London, and therefore unable to ascertain from the Inspector the object of this extraordinary visit, or to afford him reliable information, which I should willingly have done had his object been, as I supposed, to obtain correct information respecting unaided schools. He might, however, have obtained that information either by communicating with me through the post or through the Assistant Inspector, who is my parishioner. Mr. Watkins, however, contented himself with second-hand statements or gratuitous assumptions; and I am not surprised that his report contains errors so serious that it ought to be referred to him for correction. Considering, however, that the schools are unaided by the Parliamentary grant, I do not feel called upon to notice his mistakes, nor to offer any defensive replication. But certainly, if, as the postscript initialed R. R. W. L. intimates, this case "may be required "to be printed for the information of Parliament," I shall feel it my duty to place the facts in the hands of Mr. Roebuck, one of our representatives, the value of whose services I have on a former occasion experienced in a controversy with the Education Department.

3rd. While repudiating the right of an officer of the State to interfere with unaided schools, there is one observation of the Inspector to which, in a slightly corrected form, I cordially agree. "It seems altogether "wrong that in this important parish, with a population of 24,000 in "all, and with about 10,000 attached to St. Philip's Church, there is "no Church school for boys." (Mr. W. appears oblivious of the fact that on the preceding day he had inspected at Walkley, in St. Philip's parish, a flourishing N.S., under a certificated master, in which boys so preponderate that it might well be denominated a school for boys. A school, moreover, erected and hitherto maintained by the efforts and on the responsibility of your present correspondent. But let that pass.) In my judgment the closing of St. Philip's boys' school *is* more than a *seeming* wrong. Let the wrong, however, be imputed to the right culprit. There may be accessories, but the chief culprit I firmly believe to be the system administered by the Committee of Council. That system, by refusing aid where it is most needed, viz., to schools in poor and populous districts, under uncertificated teachers, has closed, as you are well aware, numerous schools besides St. Philip's, and is a great discouragement to education in localities where the salaries required by certificated teachers cannot be raised, and where plain painstaking instruction would be found more useful.

I have, &c.
JOHN LIVESEY.

The Secretary,
&c. &c.

No. 3.—MR. WATKINS *to the* SECRETARY.

SIR, 12th August 1867.

I HAVE the honour to acknowledge the receipt from you of a letter dated 9th instant from the Rev. J. Livesey, incumbent of St. Philip's Church, Sheffield, which, as the subject to which it relates is of great importance, it may be well to notice seriatim.

1. Mr. Livesey states that "the schools reported on by me are not "open to inspection." I conceive that this is a mistake. A grant of 260*l.* was made towards the erection, or addition to, of these schools, and it seems to me under such circumstances managers cannot except certain rooms from the conditions of the grant. The schools have not been inspected of late years, because not claiming annual grants I have had no leisure for them.

2. The inspection of the schools was fixed for the 26th July. I

wrote to Mr. Livesey on the 15th of that month, but received no answer from him until I arrived at the school on the 26th, when the enclosed note was put into my hands by the curate. All the information which I obtained and gave in my report proceeded from the curate, the churchwarden (my assistant, Mr. Buckle,) and the schoolmistress. I have merely stated what they told me; if incorrect, which there is no reason to suppose, I cannot be accountable for it. This is my answer to Mr. Livesey's statement that I contented myself with "second-hand statements" and "gratuitous assumptions," none of which he particularizes.

3. He further states that "his report contains errors so serious that "it ought to be referred to him for correction," but as he does not point out one of them, I cannot, though perfectly willing to do so, correct them.

4. Mr. Livesey states that I have forgotten the school at Walkley, which he describes as a flourishing school, which may be denominated a "school for boys." Whether this can be called a "flourishing school," where, out of a population of several thousands, only 88 children, and many of them very young ones, were present on the day of inspection, and where the average attendance in the year does not equal this number, may well be questioned. I may remark also that the number of girls in it is just about half that of the boys, the numbers at inspection being, respectively, girls 29 and boys 59.

The remainder of Mr. Livesey's remarks apply to the Office, and not to the Inspector, I do not therefore notice them, nor should I have noticed any portion of his letter but that I wish the real state of the case to be known.

I have, &c.

The Secretary, FREDERICK WATKINS.
Committee of Council on Education.

ENCLOSURE in No. 3.

MY DEAR SIR, Wadsley Grove, 22nd July 1867.

As I expect to be in London when you visit St. Philip's schools, I take this mode of communicating what I should otherwise have expressed orally.

The attempt to sell the existing schools has failed, and therefore the erection of the proposed schools near the parsonage cannot be proceeded with; I am acting on the only alternative, *i.e.*, repairing the old schools as I obtain funds. The prospect of resuscitating the boys' school is not encouraging; there is no possibility of forming a respectable committee of management, and I do not feel disposed after past experience to renew my personal responsibility. The only chance appears—to meet with a competent master willing to instruct, as Mr. Hadfield at Walkley, for the school pence and capitation grant.

I remain, &c.

Rev. F. Watkins. JOHN LIVESEY.

No. 4.—MR. SYKES to MR. LIVESEY.

Education Department, Privy Council Office,
Downing Street, London, S.W.,
13th September 1867.

REV. SIR,

I HAVE the honour to acknowledge the receipt of your letter of the 9th instant.

I am directed to inform you that the right of inspection is secured by the trust deed of the school dated 20th July 1844, over all the school

buildings which stand upon the site demised by that deed, and is not limited to the part occupied by the boys.

I am also to remind you of the inquiry made in their Lordships' last letter.

Her Majesty's Inspector, to whom your letter has been referred, remarks,—

"All the information which I obtained and gave in my report proceeded from the curate, the churchwarden (my assistant, Mr. Buckle,) and the schoolmistress. I have merely stated what they told me; if incorrect, which there is no reason to suppose, I cannot be accountable for it. This is my answer to Mr. Livesey's statement that I contented myself with 'second-hand statements' and 'gratuitous assumptions,' none of which he particularizes.

"He further states that 'his report contains errors so serious that it 'ought to be referred to him for correction,' but as he does not point out one of them, I cannot, though perfectly willing to do so, correct them.

"Mr. Livesey states that I have forgotten the school at Walkley, which he describes as a flourishing school, which may be denominated a 'school for boys.' Whether this can be called a 'flourishing school,' where, out of a population of several thousands, only 88 children, and many of them very young ones, were present on the day of inspection, and where the average attendance in the year does not equal this number, may well be questioned. I may remark also that the number of girls in it is just about half that of the boys, the numbers at inspection being, respectively, girls 29 and boys 59."

I have, &c.

Rev. John Livesey. J. SYKES.

No. 5.—MR. LIVESEY to the SECRETARY.

St. Philip's Parsonage, Sheffield,

SIR, 27th September 1867.

I DULY received your letter of the 13th instant, but have awaited the return of Mr. Buckle from London before replying to it.

The school lease, bearing date July 20th, 1844, has, for some years, been in my custody, but I confess I have for the first time carefully perused it since the receipt of your letter, and to my great surprise have found a clause which confirms your statement as to the extent of the right of inspection. My surprise arises from the fact that having in 1844 been the correspondent in obtaining the grants in aid of the erection of the boys' school, I received from the trustees of the Sheffield Central School (influenced by Dr. Sutton, the late vicar), repeated refusals of permission to transmit their indenture of April 1831, together with the lease of 1833, to the Privy Council Office. And I well remember that Dr. Sutton's objection was only mollified by an assurance that *inspection would be confined to the school about to be erected.* I also remember that an acknowledgment of the right of inspecting the boys' school was endorsed on the original lease, but a flaw or informality having been pointed out by counsel in that document, the present lease was prepared by the late Mr. Stainforth, solicitor to the trustees, and executed on the 20th July 1844. As Dr. Sutton retained his objection through life, I feel assured he would not have been a party to the new lease had he been aware of the clause to which I have referred, and the probability is, it was inadvertently introduced by Mr. Stainforth.

The clause authorizing the inspection of the boys' school forms the concluding article of the lease, and, as it has occasionally met my eye,

has always appeared to me designed to limit the right to the boys' school.

I have stated my recollection of the above facts merely to account for the impression I have so long and so undoubtingly entertained. That impression is now dissipated, and I must add without any regret on my part, as I have always advocated inspection, provided it be fairly conducted in strict accordance with the Order in Council.

As to the fairness of Mr. Watkins' recent report, my opinion is unchanged by his explanation. Omitting minor matters, I deny the correctness of the two following statements:—That "the school is "entirely an adventure school, dependent on her (the mistress) for "books and apparatus," and "that she pays 7*s.* the week rent for "the two rooms." For the truth of these assertions Mr. Watkins alleges "the information of the curate, the churchwarden (Mr. Buckle), "and the schoolmistress." But each and all these persons (were they reliable authorities*) distinctly deny having given to Mr. Watkins any information which would warrant his assertions.

The facts are simply these:—The 7*s.* per week paid by the mistress is not rent, nor has that payment ever been so considered or denominated. It is the proportion of expenses common to the girls' and infant schools (not for two, but for four rooms), together with other institutions carried on beneath the same roof, viz., the Sunday schools and Church Institute, inclusive of the night school for both sexes, the penny bank, and reading room. The common expenses thus, as equitably as possible, assessed, are ground rent, taxes, repairs, cleaning, gas, and water. The mistress also remains under all rules and obligations of a mistress of a school in union with the National Society. The only difference of her position is that, instead of her former fixed salary, she has been stimulated to greater exertions by an augmented income arising from the receipt of the whole weekly payments of the children. She has also been allowed the free use of the stock of school books and apparatus, on the not unreasonable condition of maintaining them in good order and sufficiency.

The above explanations will, I presume, afford a satisfactory reply to their Lordships' inquiry in a former communication, and justify my exceptions to Mr. Watkins' report.

I have, &c.

JOHN LIVESEY.

The Secretary,
Committee of Council on Education.

No. 6.—MR. LINGEN to MR. LIVESEY.

Education Department, Privy Council Office,
Downing Street, London, S.W.,
19th October 1867.

REV. SIR,

IN reply to your letter of the 27th ult., I am directed to state that my Lords find nothing in it to disprove Mr. Watkins' statement that "the school is entirely an adventure school, taken at the mistress's "own risk, and dependent on her for books and apparatus."

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* P.S.—The connexion of the curate and churchwarden with the schools is comparatively recent, and their acquaintance with financial arrangements is necessarily derived from myself. The mistress, of course, is fully cognizant of the present agreement. But, in fairness to Mr. Watkins, I think it right to state that, notwithstanding her disclaimer, from recent information I think it possible she may have made some statement to the Inspector which she is not disposed to avow to me. Be that, however, as it may, I submit he was not justified in reporting on merely *ex-parte* statements, especially from such an informant.

As to the payment of 7*s*. per week by the mistress to yourself for the rooms, the fact being undisputed, it is comparatively of little moment whether or not it be called "rent," or her "proportion of the ground-"rent, taxes, repairs, cleaning, and water." The payment appears to represent all that could be demanded of her, unless the terms of her occupation were such as not only to cover a proportionate part of payments for which yourself and your surviving co-lessees are personally liable under the lease of 20th July 1844, but were also such as to yield a profit.

The result is, that the whole pecuniary risk of keeping the school is thrown upon the teacher; and this is what is commonly meant by an adventure school.

Under such circumstances if the mistress remains (as you state), "under all the rules and obligations of a mistress of a school in union "with the National Society," the facility of enforcing them must, at any rate, be less than in the more ordinary cases, where the parochial clergyman and his congregation help to support the school, and take upon themselves the responsibility of doing so.

Their Lordships, in their report of 1865-6, p. xvi. called attention to schools thus circumstanced, and strong disapproval has been expressed of the system in Parliament.

You have neglected to make any return of the particulars required in the enclosed Form (IX), of which a copy was sent to you with the Inspector's notice of visit, and you thus deprive the Committee of Council, so far as this school is concerned, of the means of furnishing complete information to Parliament respecting schools on which the public money has been expended.

I have, &c.

Rev. John Livesey. R. R. W. Lingen.

No. 7.—Mr. Livesey to the Secretary.

Wadsley Grove, near Sheffield,

Sir, 2nd March 1868.

In reference to the non-transmission of the accounts of this school for the year ending 30th June 1867, I have to explain that the mistress receiving the weekly payments as her salary, did not preserve a complete account of the same, under an impression that they concerned herself alone.

It should also be stated that this school not being under a certificated teacher, has not previously for many years been favoured with any notice from Mr. Watkins.

I have, &c.

John Livesey.

The Secretary,
Committee of Council on Education.

APPENDIX No. 1.

ELEMENTARY SCHOOLS.

Elementary schools

TABLES.

(No. 1.)

General summary of STATISTICS of INSPECTION, for Year ended 31 August 1907.

*** *The results given are not to be taken as complete statements of each Denomination, being those of actual inspection only, between 1 September 1906 and 31 August 1907.*

| DENOMINATIONS. | Number of schools, including Public Elementary Schools, Higher Grade Schools, and Secondary Schools recognised | Total Number of Departments and Separate Rooms in Schools (Column 2 plus Column 3) | | Number of Departments in Schools for which Annual Grants were made | | | | Number of Departments in Schools visited for the purpose of Inspection | | | |

(No. 3.)

STATISTICS OF INSPECTION—*continued.*

AGGREGATE ANNUAL INCOME and EXPENDITURE of an ascertained Number of Schools as per Table on last preceding page.*

ENUMERATIONS.	SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.																	
	Income.							Expenditure.				Average Expenditure per Scholar in Attendance.	Number of Scholars in which the Table refers.	Number of Children in average Attendance in those Schools.	Names or Numbers Examined.		
	From Endowment, Rents, Subscriptions, Weekly Pence, Collections at Services, Local Charities, &c.	From Voluntary Contributions.	From School Fees.	From Government.	From other Sources.	Total.	Average Income per Scholar in Attendance.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.				I.	II.	III.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.					
England and Wales. Schools connected with National Society, or Church of England	35,289 4 5	259,890 5 7	390,344 15 10	113,512 15 10	296,750 3 5	1,095,787 5 1	0 17 6½	752,098 1 7	44,347 16 5	119,774 11 10	916,220 9 4	0 17 6	2,501	196,030	6,405	44,891	13,071
British, Wesleyan, and other Schools not connected with Church of England	2,170 3 0	10,844 17 1	44,444 19 9	10,005 16 6	14,847 14 7	104,447 12 11	1 0 4	105,251 0 0	10,000 0 7	48,995 15 3	164,252 7 11	1 0 11½	1,547	117,788	1,699	7,915	25,330
Roman Catholic Schools	400 18 2	17,210 2 6	23,674 4 10	15,491 11 7	2,941 19 8	59,448 16 3	1 0 11½	49,254 11 11	5,000 12 0	14,071 13 2	67,329 0 4	1 0 11	107	13,384	459	1,994	4,848
Total	44,990 15 7	455,346 4 9	598,607 15 11	139,490 13 9	313,144 8 0	1,354,992 12 6	0 19 5	926,854 3 6	57,448 14 4	182,841 9 11	1,148,144 17 11	1 0 5½	4,819	334,172	11,563	54,800	44,254
Scotland. Schools connected with Church of Scotland	20,845 1 5	30,818 8 4	49,894 10 11	15,418 0 0	9,951 0 0	141,153 10 2	0 8 10½	109,146 4 11	3,284 0 0	24,107 10 1	140,538 15 0	0 8 10	3,014	98,486	3,094	1,959	18,854
Free Church Schools	1,111 0 0	15,050 11 1	25,617 0 3	10,881 10 0	730 10 0	53,390 7 0	0 4 11	38,411 0 0	637 10 0	3,907 0 0	42,756 0 0	0 4 10	979	19,000	949	949	2,171
Episcopal Schools	68 2 0	6,991 16 0	8,196 10 0	2,754 11 10	366 0 0	8,861 14 0	0 8 0½	5,833 5 0	311 10 0	1,203 0 0	8,348 5 0	0 7 11	144	7,100	80	273	1,000
Roman Catholic Schools	—	1,700 0 0	808 10 0	1,210 10 0	84 10 0	4,007 17 0	0 13 0½	3,859 0 10	94 12 0	108 2 0	4,061 14 10	0 13 11	93	3,261	3	3	800
Total	21,724 3 5	54,579 17 1	84,804 7 3	30,265 11 0	3,132 0 0	204,994 10 2	0 8 6½	157,250 10 0	4,333 0 0	29,434 2 1	195,998 10 2	0 8 5	4,230	127,847	4,124	3,181	22,025
Total, Great Britain	66,715 3 0	509,926 1 10	683,411 3 2	169,756 0 9	316,276 8 0	1,559,987 2 8	0 17 6	1,084,105 1 6	61,782 14 4	212,276 12 0	1,358,164 7 10	1 0 3	9,049	461,019	15,687	58,081	66,279
	SCHOOLS VISITED FOR PURPLE INSPECTION ONLY.																	
England and Wales. Schools connected with National Society, or Church of England	5,611 0 0	3,894 15 0	5,514 10 0	170 1 3	1,170 3 0	11,359 10 3	0 1 0	8,715 9 11	494 14 0	2,252 0 0	11,462 13 11	0 1 0	340	8,421	135	410	347
British, Wesleyan, and other Schools not connected with Church of England	170 3 3	1,861 15 0	914 2 10	11 11 3	201 15 0	3,151 11 3	1 10 4	3,005 11 11	199 19 11	313 14 0	3,519 5 10	1 10 5	93	1,888	29	141	206
Roman Catholic Schools	—	100 0 0	32 15 5	—	8 2 1	141 17 6	0 17 0	109 0 0	10 11 10	17 11 0	173 3 0	1 1 0	9	173	1	1	6
Total	5,781 3 3	5,856 0 0	6,461 7 3	181 12 3	1,381 1 0	14,644 9 6	0 2 0½	11,830 1 10	705 5 9	2,583 5 0	15,119 0 11	0 2 0	442	10,481	165	552	559
Scotland. Schools connected with Church of Scotland	884 0 0	404 14 0	351 0 0	—	44 0 0	1,284 14 10	0 0 11½	1,054 10 0	70 7 0	47 0 10	1,171 8 10	0 0 11	80	1,184	14	0	10
Free Church Schools	91 0 0	110 10 0	120 0 11	—	31 0 7	352 11 6	1 1 10	302 5 0	8 0 0	32 10 0	342 15 0	1 1 11	2	299	11	0	10
Episcopal Schools	31 10 0	70 0 0	23 11 7	—	14 15 0	139 16 7	1 0 0	87 10 0	11 0 0	30 11 0	129 1 0	1 0 11	0	107	0	0	0
Roman Catholic Schools	—	14 10 0	10 0 10	—	3 17 0	28 17 10	0 14 0	15 0 0	0 10 0	13 10 0	28 10 0	1 0 11½	0	142	—	—	—
Total	916 10 0	579 4 0	504 12 6	—	113 12 7	1,813 19 1	0 1 7	1,313 15 0	89 7 0	324 11 0	1,727 13 0	0 1 11½	82	1,732	25	0	10
Total, Great Britain	6,697 13 3	6,435 4 0	6,965 19 9	181 12 3	1,494 13 7	16,457 8 7	0 2 0	13,143 16 10	794 12 9	2,907 16 0	16,846 14 7	0 2 0	524	12,213	190	552	569

* The number of schools named in the last preceding Table is 7,011 (Annual Grant) + 104 (Simple Inspection) = 9,115; but from 499 (Annual Grant) + 104 (Simple Inspection) = 603 of these, no sufficient returns of income and expenditure have been received.

(No. 3.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at *same* School, from Year 1853 to Year 1867, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47·82	21·	13·01	8·48	4·82	4·87
1854	42·	28·18	12·84	8·	4·75	4·23
1855	37·02	28·82	14·51	9·47	5·69	4·49
1856	42·02	22·65	15·14	9·72	5·78	4·69
1857	41·26	23·61	14·97	9·74	5·5	4·92
1858	38·81	22·66	16·29	10·48	6·54	5·22
1859	37·81	22·57	16·81	10·89	6·46	5·46
1860	35·98	21·92	16·97	11·55	7·11	6·47
1861	36·79	23·19	16·21	11·4	*6·97	5·44
1862	37·43	21·17	16·36	12·09	7·27	5·18
1863	39·13	21·85	15·59	10·58	6·73	6·12
1864	38·15	22·18	15·51	10·57	6·86	6·73
1865	38·97	21·93	15·33	10·22	6·8	6·75
1866	34·63	21·88	16·85	11·79	7·82	7·03
1867	39·14	22·38	15·1	10·03	6·53	6·82
Mean per-centage	39·13	23·07	15·47	10·33	6·37	5·63

(No. 4.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	* Per-centage of Scholars aged												Total Per-centage under Ten Years of Age.
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
1850*	–	–	–	–	–	14·13	13·62	12·54	10·	6·84	4·24	3·55	62·83
1851*	–	–	–	–	–	14·94	14·09	12·73	9·36	7·19	4·12	3·35	63·25
1852*	–	–	–	–	–	14·73	13·98	12·56	10·31	7·85	4·61	3·96	60·71
1853*	–	–	–	–	14·19	14·65	13·72	11·81	9·02	6·24	3·44	1·86	67·63
1854*	–	–	–	–	13·67	13·84	13·62	11·34	8·72	5·86	3·28	2·04	68·76
1855	2·98	4·59	7·18	10·75	13·26	14·15	13·65	12·03	8·99	6·44	3·64	2·34	66·56
1856	6·08	7·15	9·33	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14	70·4
1857	6·58	7·89	10·05	12·21	12·4	11·94	11·03	9·91	7·7	5·26	3·04	1·99	72·1
1858	5·45	7·22	9·3	11·84	12·7	12·26	11·56	10·2	7·98	5·8	3·4	2·29	70·33
1859	5·07	7·1	9·7	12·04	12·48	12·22	11·81	10·16	7·82	5·88	3·33	2·39	70·42
1860	5·36	7·26	9·75	11·6	12·48	12·26	11·91	10·05	7·99	5·7	3·29	2·35	70·62
1861	5·09	7·43	9·94	11·97	12·75	12·08	11·55	10·45	7·7	5·81	2·95	2·28	70·51
1862	5·47	7·38	9·66	11·7	12·92	11·68	11·26	9·75	8·37	6·17	3·22	2·42	70·07
1863	6·41	7·45	9·56	11·55	12·77	11·85	11·42	10·19	7·99	5·81	3·1	1·9	71·01
1864	6·11	7·38	9·8	10·86	12·84	11·87	11·57	10·31	8·11	5·97	3·25	1·93	70·43
1865	6·52	7·54	9·94	10·85	12·71	12·02	11·72	10·27	7·97	5·74	3·09	1·83	71·1
1866	6·53	7·75	10·19	11·1	12·5	11·88	11·67	10·19	7·96	5·54	2·92	1·77	71·62
1867	6·72	8·14	10·36	11·29	12·67	11·75	11·43	9·98	7·82	5·43	2·77	1·64	72·36
Mean per-cent.	43·86					12·79	12·3	10·83	8·43	6·07	3·39	2·33	68·95

* The returns for these years *do not* distinguish the ages of children under eight years.

(No. 5.)

STATISTICS OF INSPECTION—*continued.*

SCHOOLS aided with ANNUAL GRANTS in the Year ending 31 August 1867.

	DENOMINATIONS.	Returned by Managers as belonging to Agricultural Population.						Returned by Managers as *not* belonging to Agricultural Population.						Returned by Managers as belonging to Mixed Population.					
		Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.
						£ s. d.	s. d.					£ s. d.	s. d.					£ s. d.	s. d.
England and Wales.	Schools connected with *National Society*, or *Church of England* -	2,756	202,521	3,232	1,038	88,474 18 2	8 8½	1,738	379,373	3,470	4,404	168,646 16 1	8 10½	1,028	133,989	1,555	1,144	59,216 14 3	8 10
	British, Wesleyan, and other Schools *not* connected with Church of England -	348	29,619	393	212	13,266 19 2	8 11½	593	121,769	993	1,645	55,013 11 2	9 0½	263	33,674	348	368	15,798 7 1	9 4½
	Roman Catholic Schools -	44	2,851	48	11	1,217 5 6	8 6½	220	49,943	415	507	22,119 14 2	8 10½	32	3,777	47	33	1,790 9 6	9 5½
	Total - -	3,148	234,991	3,673	1,261	102,959 2 10	8 9	2,551	551,085	4,878	6,556	245,780 1 5	8 11	1,323	171,440	1,950	1,545	76,805 10 10	8 11½
Scotland.	Schools connected with *Church of Scotland* -	532	28,334	546	222	12,565 1 8	8 8½	315	53,269	500	731	20,510 6 6	7 8½	236	23,395	287	300	9,586 11 8	8 2½
	Free Church Schools -	187	10,822	198	94	4,890 10 0	9 0½	178	29,482	302	428	12,427 14 6	8 5	131	13,251	154	181	5,930 7 6	8 11½
	Episcopal Schools - -	18	1,070	20	19	538 6 8	10 0½	33	5,006	43	84	2,299 5 0	9 2½	16	1,440½	20	18	591 10 10	8 2½
	Roman Catholic Schools -	3	465	5	9	189 1 8	8 1½	19	5,560	26	71	1,534 18 8	5 6½	—	—	—	—	—	—
	Total - -	740	41,191	769	344	18,183 0 0	8 10	550	93,317	871	1,314	36,772 4 8	7 10½	383	38,086	461	499	16,108 10 0	8 5½
	Total, Great Britain	3,888	276,182	4,442	1,605	121,142 2 10	8 9½	3,101	644,402	5,749	7,870	282,552 6 1	8 9½	1,706	209,526	2,411	2,044	92,914 0 10	8 10½

Salaries of Teachers (certificated as compared with *uncertificated*).

Denominations.	Schools visited on account of annual grants. Masters. Certificated. Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Masters. *Uncertificated.* Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent free.	Mistresses. Certificated. Average pecuniary Emoluments (including Government Grants, and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. *Uncertificated.* Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
England Scotland. and Wales. Schs. connected with *N. S.* or *Ch. of E.*	84 0 7	3,901	2,576	53 4 3	13	8	54 13 6	2,467	1,310	28 4 1	46	27
B., W., and other schs. not connected with *C. of Eng.*	99 15 6	955	297	70 0 0	2	2	64 3 10	365	76	57 10 0	1	—
Rom. Cath. schools	80 11 7	128	36	—	—	—	51 8 8	230	87	40 0 0	1	—
Schools connected with *Ch. of Scot.*	98 17 2	847	619	77 6 4	9	9	55 13 11	273	180	—	—	—
Free Ch. schools	92 15 1	422	233	58 11 5	5	4	53 4 5	105	56	40 0 0	1	—
Episcopal schools	82 15 1	40	17	—	—	—	56 18 11	36	20	25 0 0	1	—
Rom. Cath. schools	89 4 4	10	4	—	—	—	62 2 4	16	5	—	—	—
Total	88 18 5	6,303	3,782	69 18 2	29	23	55 11 0	3,492	1,734	32 3 1	50	27

(*continued.*)

Denominations.	Schools visited on account of annual grants. Infants' Mistresses. Certificated. Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Infants' Mistresses. *Uncertificated.* Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Schools visited for simple inspection only. Masters. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Infants' Mistresses. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.
England Scotland. and Wales. Schs. connected with *N. S.* or *Ch. of E.*	52 19 7	1,081	514	30 18 6	79	38	51 4 7	100	64	31 12 8	86	52	28 11 2	25	9
B., W., and other schs. not connected with *C. of Eng.*	58 6 8	224	50	36 7 5	8	1	54 9 3	24	2	39 19 0	7	1	—	—	—
Rom. Cath. schools	46 19 0	81	30	30 0 0	2	—	30 0 0	1	1	36 13 4	3	1	—	—	—
Schools connected with *Ch. of Scot.*	53 4 9	45	23	40 17 3	3	3	62 10 6	18	11	32 12 8	3	2	—	—	—
Free Ch. schools	57 9 1	38	8	35 15 7	2	—	47 17 4	3	1	42 7 0	4	—	—	—	—
Episcopal schools	48 11 3	4	2	—	—	—	45 7 6	4	2	30 0 0	1	1	40 0 0	1	1
Rom. Cath. schools	49 6 5	4	1	—	—	—	—	—	—	37 10 0	2	1	—	—	—
Total	53 11 3	1,477	628	31 15 9	94	42	52 14 9	150	81	32 17 1	106	58	29 0 0	26	10

School Fees.*

	Denominations.	Schools visited on account of Annual Grants.							Schools visited for Simple Inspection only.						
		Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week.					Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week.				
				One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
England and Wales.	Schools connected with *National Society*, or *Church of England*	5,387	936,576	27·15	48·19	16·93	5·7	2·03	148	10,401	47·15	40·81	7·17	2·69	2·18
	British, *Wesleyan*, and other Schools *not* connected with Church of England	1,168	239,170	16·02	38·53	23·73	15·32	6·4	23	2,336	16·65	32·96	33·99	11·82	4·58
	Roman Catholic Schools	287	56,832	46·88	39·89	9·3	3·27	·66	2	98	80·61	14·29	5·1	—	—
	Total	6,792	1,232,578	25·9	45·93	17·9	7·46	2·81	173	12,835	41·86	39·18	12·04	4·32	2·6
Scotland.	Schools connected with *Church of Scotland*	982	103,213	12·65	34·34	33·57	10·14	9·3	19	1,609	9·01	54·49	23·5	10·32	2·68
	Free Church Schools	467	57,924	10·75	37·02	32·69	10·01	9·53	7	367	5·45	56·4	28·61	8·18	1·36
	Episcopal Schools	64	7,863	37·89	42·34	15·45	3·7	·62	3	169	10·06	69·82	20·12	—	—
	Roman Catholic Schools	21	3,688	66·32	26·46	6·7	·03	.49	2	97	69·07	30·93	—	—	—
	Total	1,534	172,688	14·31	35·44	31·87	9·59	8·79	31	2,212	11·11	54·95	23·06	8·74	2·14
	Total, Great Britain	8,326	1,405,266	24·47	44·64	19·62	7·72	3·55	204	15,077	37·28	41·53	13·68	4·98	2·53

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education :—

"*Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompence which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from* 1s. 6d. *to* 2s. *per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is not for the sake of* saving a penny *per week that a child is transferred from the School to the factory or the fields, but for the sake of* gaining a shilling or eighteenpence *per week; and the mere opportunity of saving the penny by sending the child to a* free *School would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it.*"

(No. 8.)—STATISTICS of INSPECTION under REVISED CODE, from ~~the~~ September 1866 to 31st August 1867.

ATTENDANCE, EXAMINATION, AND RESULTS OF EXAMINATION IN SCHOOLS RECEIVING ANNUAL GRANTS (Articles 16, 17.)

	DENOMINATIONS.	Number of Children in Average Attendance.				STANDARD I.									STANDARD II.								
						Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
									Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
		Boys or Mixed under Masters.	Girls or Mixed under Mistresses	Infants.	Total.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
	DAY SCHOOLS.																						
England & Wales.	Schs. connected with *Nat. Soc.*, or *Ch. of England*	362,475	194,077	126,002	682,554	124,168	10,500	134,668	116,310	122,847	109,254	18,358	11,821	25,414	86,278	24,326	110,604	96,958	105,951	81,977	13,646	4,653	29,527
	Brit., Wes., and other Schools *not* connected with Ch. of England	115,467	36,666	27,088	179,221	32,687	3,450	36,137	31,231	33,382	30,765	4,906	2,755	5,772	22,175	8,060	30,235	26,908	28,886	22,741	3,327	1,349	7,494
	Roman Catholic Schools	14,549	23,378	11,979	49,906	9,986	1,008	10,994	9,951	10,357	9,742	1,043	637	1,252	5,761	1,870	7,631	6,948	7,424	5,933	683	207	1,698
	Total	492,491	254,121	165,069	911,681	166,841	14,958	181,799	157,492	166,586	149,761	24,307	15,213	32,038	114,214	34,256	148,470	130,814	142,261	109,751	17,656	6,209	38,719
Scotland.	Schools connected with *Church of Scotland*	82,979	16,533	4,864	104,376	16,109	846	16,955	16,141	15,332	13,950	814	1,623	3,005	11,938	2,883	14,821	14,103	14,294	12,178	718	527	2,643
	Free Church Schools	43,097	5,613	4,318	53,028	7,213	383	7,596	7,326	7,113	6,849	270	483	1,247	5,735	1,329	7,064	6,850	6,992	5,759	214	132	1,305
	Episcopal Schools	4,150	2,805	424	7,379	1,066	31	1,097	991	1,008	938	106	89	159	363	125	988	894	918	843	94	70	145
	Roman Catholic Schools	2,039	2,345	541	4,925	1,013	59	1,072	1,027	999	947	45	73	125	521	115	636	612	605	418	24	31	218
	Total	132,265	27,296	10,147	169,708	25,401	1,319	26,720	25,485	24,452	22,184	1,235	2 268	4,536	19,057	4,452	23,509	22,459	22,749	19,198	1,050	760	4,311
	Total Day Schools, Great Britain	624,756	281,417	175,216	1,081,389	192,242	16,277	208,519	182,977	191,038	171,945	25,542	17,481	36,574	133,271	38,708	171,979	153,273	165,010	128,949	18,706	6,969	43,030
	EVENING SCHOOLS.																						
England & Wales.	Schs. connected with *Nat. Soc.*, or *Ch. of England*	26,944	6,385	—	33,329	—	8,802	8,802	7,515	7,267	7,955	1,287	1,535	847	—	7,646	7,646	7,079	7,135	5,668	567	511	1,978
	Brit., Wes., and other Schools *not* connected with Ch. of England	4,554	1,287	—	5,841	—	1,245	1,245	1,103	1,094	1,180	142	151	65	—	1,337	1,337	1,221	1,258	1,065	116	79	272
	Roman Catholic Schools	2,793	3,872	—	6,665	—	2,521	2,521	2,183	2,912	2,293	388	509	228	—	1,896	1,896	1,739	1,670	1,420	157	236	476
	Total	34,291	11,544	—	45,835	—	12,568	12,568	10,751	10,373	11,428	1,817	2,195	1,140	—	10,879	10,879	10,039	10,063	8,153	840	816	2,723
Scotland.	Schools connected with *Church of Scotland*	799	323	—	1,122	—	152	152	135	141	148	17	11	4	—	134	134	130	133	122	4	1	12
	Free Church Schools	449	78	—	527	—	58	58	54	53	53	4	5	5	—	81	81	79	80	75	2	1	6
	Episcopal Schools	49	88	—	137	—	15	15	13	15	15	2	—	—	—	19	19	16	18	16	3	1	3
	Roman Catholic Schools	546	554	—	1,100	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total	1,843	1,043	—	2,886	—	225	225	202	209	216	23	16	9	—	234	234	225	231	213	9	3	21
	Total Evening Schools, Great Britain	36,134	12,587	—	48,721	—	12,793	12,793	10,953	10,582	11,644	1,840	2,211	1,149	—	11,113	11,113	10,264	10,294	8,366	849	819	2,747

Tables.

4

Attendance, Examination, and Results of Examination—*continued.*

Denominations.	Standard III.									Standard IV.								
	No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England and Wales. Schs. connected with *N.S.*, or *Ch. of E. B., W.*, and other Schs. *not* connected with Ch. of E.	46,811	37,875	84,686	77,669	68,435	64,493	7,017	16,251	20,193	15,082	45,407	60,489	56,307	43,646	39,365	4,182	16,343	21,124
England and Wales. *Rom. Cath.* Schools	11,754	12,756	24,510	22,753	20,826	18,999	1,757	3,684	5,511	3,431	14,346	17,777	16,562	13,982	11,357	1,215	3,795	6,420
	3,022	2,553	5,575	5,187	5,009	4,149	388	566	1,426	932	2,615	3,547	3,382	2,702	2,480	165	845	1,117
Total	61,587	53,184	114,771	105,609	94,270	87,641	9,162	20,501	27,130	19,445	62,368	81,813	76,251	60,330	53,152	5,562	21,483	28,661
Scotland. Schools connected with *Ch. of Scot.*	6,992	6,434	13,426	12,942	11,107	11,095	484	2,319	2,331	1,864	6,924	8,788	8,507	6,579	6,658	281	2,209	2,135
Scotland. *Free Ch.* Schools	3,225	3,044	6,269	6,144	5,743	5,385	125	526	884	867	3,763	4,630	4,577	3,975	3,860	53	655	770
Scotland. *Episcopal* Schools	461	281	742	672	678	609	70	64	133	165	357	522	503	392	398	19	130	124
Scotland. *Rom. Cath.* Schools	271	243	514	502	481	479	12	38	35	48	159	207	196	175	171	11	32	36
Total	10,949	10,002	20,951	20,260	18,009	17,568	691	2,942	3,383	2,944	11,203	14,147	13,783	11,121	11,082	364	3,026	3,065
Total Day Schools, Great Britain	72,536	63,186	135,722	125,869	112,279	105,209	9,853	23,443	30,513	22,389	73,571	95,960	90,034	71,451	64,234	5,926	24,509	31,726
Evening Schools.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other Schs. *not* connected with Ch. of E.	—	5,299	5,299	5,048	3,964	4,073	251	1,335	1,226	—	3,836	3,836	3,730	2,983	2,831	106	853	1,005
England and Wales. *Rom. Cath.* Schools	—	1,004	1,004	952	836	843	52	168	161	—	888	888	861	720	641	27	168	247
	—	1,548	1,548	1,458	1,201	987	90	347	561	—	754	754	733	615	560	21	139	194
Total	—	7,851	7,851	7,458	6,001	5,903	393	1,850	1,948	—	5,478	5,478	5,324	4,318	4,032	154	1,160	1,446
Scotland. Schools connected with *Ch. of Scot.*	—	217	217	211	178	191	6	39	26	—	111	111	106	74	90	5	37	21
Scotland. *Free Ch.* Schools	—	78	78	74	71	66	4	7	12	—	76	76	76	62	68	—	14	8
Scotland. *Episcopal* Schools	—	27	27	24	20	20	3	7	7	—	15	15	15	10	10	—	5	5
Scotland. *Rom. Cath.* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	—	322	322	309	269	277	13	53	45	—	202	202	197	146	168	5	56	34
Total Even. Schools, Great Britain	—	8,173	8,173	7,767	6,270	6,180	406	1,903	1,993	—	5,680	5,680	5,521	4,464	4,200	159	1,216	1,480

(No. 8.)—STATISTICS of INSPECTION under REVISED CODE, from 1 September 1866 to 31 August 1867—*continued*.

Attendance, Examination, and Results of Examination—*continued*.

	DENOMINATIONS.	STANDARD V.									STANDARD VI.								
		No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
					Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
		Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
England and Wales.	DAY SCHOOLS.																		
	Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other Schs.	1,681	30,405	32,086	30,062	25,417	22,241	2,024	6,669	9,845	178	16,153	16,331	15,469	13,795	11,439	862	2,536	4,892
	Schs. *not* connected with Ch. of E.	445	8,975	9,420	8,793	7,996	6,437	627	1,424	2,983	43	4,999	5,042	4,752	4,355	3,560	290	687	1,482
	Rom. Cath. Schools	87	1,465	1,552	1,501	1,273	1,121	51	279	431	2	719	721	683	611	509	38	110	212
	Total - -	2,213	40,845	43,058	40,356	34,686	29,799	2,702	8,372	13,259	223	21,871	22,094	20,904	18,761	15,508	1,190	3,333	6,586
Scotland.	Schools connected with *Ch. of Scot.*	223	4,770	4,993	4,900	4,215	3,943	93	778	1,050	25	3,131	3,156	3,106	2,806	2,691	50	350	465
	Free Ch. Schools -	108	2,693	2,801	2,774	2,559	2,480	27	242	321	14	1,598	1,612	1,597	1,517	1,472	15	95	140
	Episcopal Schools	34	303	337	314	278	274	23	59	63	2	153	155	148	135	132	7	20	23
	Rom. Cath. Schools	6	107	113	113	102	104	—	11	9	—	33	33	32	32	23	1	1	10
	Total - -	371	7,873	8,244	8,101	7,154	6,801	143	1,090	1,443	41	4,915	4,956	4,883	4,490	4,318	73	466	638
	Total Day Schools, Great Britain -	2,584	48,718	51,302	48,457	41,840	36,600	2,845	9,462	14,702	264	26,786	27,050	25,787	23,251	19,826	1,263	3,799	7,224
England and Wales.	EVENING SCHOOLS.																		
	Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other Schs.	—	1,473	1,473	1,426	1,196	1,056	47	277	417	—	1,355	1,355	1,318	1,150	1,009	37	205	346
	Schs. *not* connected with Ch. of E.	—	281	281	269	220	191	12	61	90	—	311	311	289	250	237	22	61	74
	Rom. Cath. Schools	—	248	248	246	202	175	2	46	73	—	128	128	124	112	95	4	16	33
	Total - -	—	2,002	2,002	1,941	1,618	1,422	61	384	580	—	1,794	1,794	1,731	1,512	1,341	63	282	453
Scotland.	Schools connected with *Ch. of Scot.*	—	27	27	26	21	24	1	6	3	—	47	47	46	32	45	1	15	2
	Free. Ch. Schools -	—	12	12	12	11	12	—	1	—	—	14	14	14	12	14	—	2	—
	Episcopal Schools	—	15	15	15	12	14	—	3	1	—	—	—	—	—	—	—	—	—
	Rom. Cath. Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total	—	54	54	53	44	50	1	10	4	—	61	61	60	44	59	1	17	2
	Total Even. Schools, Great Britain -	—	2,056	2,056	1,994	1,662	1,472	62	394	584	—	1,855	1,855	1,791	1,556	1,400	64	299	455

(No. 8.)—STATISTICS of INSPECTION under REVISED CODE, from 1 September 1866 to 31 August 1867—*continued.*

Attendance, Examination, and Results of Examination—*continued.*

	Denominations.	Total. (Standards I. to VI. inclusive.) Number of Children presented for Examination. Under 10 Years of Age.	Over 10 Years of Age.	Total.	Number of those Children who passed in Reading.	Writing.	Arithmetic.	who failed to pass in Reading.	Writing.	Arithmetic.	Passes. On Individual Examination under Article 40 *b* (1).	Without Individual Examination. Under Article 40 *b* (1)*.	Under Article 40 *b* (2). Present.	Absent.*	Total.	Under Article 47 *b*.
England and Wales.	Day Schools.															
	Schools connected with *Nat. Society*, or *Ch. of England*	274,198	164,666	438,864	392,775	380,091	327,869	46,089	58,773	110,995	1,100,735	357	134,788	91	134,879	108
	Brit., Wes., and other Schools *not* connected with Ch. of E.	70,535	52,586	123,121	110,999	109,427	93,859	12,122	13,694	29,262	314,285	17	31,646	24	31,670	51
	Roman Catholic Schools -	19,790	10,230	30,020	27,652	27,376	23,884	2,368	2,644	6,136	78,912	—	11,576	—	11,576	8
	Total - -	364,523	227,482	592,005†	531,426	516,894	445,612	60,579	75,111	146,393	1,493,932	374	178,010	115	178,125	167
Scotland.	Schools connected with *C. of S.*	37,151	24,988	62,139	50,699	54,333	50,510	2,440	7,806	11,629	164,542	—	7,654	—	7,654	—
	Free Church Schools - -	17,162	12,810	29,972	29,268	27,839	25,305	704	2,133	4,667	82,412	—	3,840	—	3,840	—
	Episcopal Schools - -	2,591	1,250	3,841	3,522	3,409	3,194	319	432	647	10,125	—	1,045	—	1,045	—
	Roman Catholic Schools -	1,859	716	2,575	2,482	2,394	2,142	93	181	433	7,018	—	637	—	637	—
	Total - -	58,763	39,764	98,527	94,971	87,975	81,151	3,556	10,552	17,376	264,097	—	13,176	—	13,176	—
	Total Day Schools, Great Britain -	423,286	267,246	690,532	626,397	604,869	526,763	64,135	85,663	163,769	1,758,029	374	191,186	115	191,301	167
England and Wales.	Evening Schools.															
	Schools connected with *Nat. Society*, or *Ch. of England*	—	28,411	28,411	26,116	23,695	22,592	2,295	4,716	5,819	72,403	—	—	—	—	—
	Brit., Wes., and other Schools *not* connected with Ch. of E.	—	5,066	5,066	4,695	4,378	4,157	371	688	909	13,230	—	—	—	—	—
	Roman Catholic Schools -	—	7,095	7,095	6,433	5,812	5,530	662	1,283	1,565	17,775	—	—	—	—	—
	Total - -	—	40,572	40,572‡	37,244	33,885	32,279	3,328	6,687	8,293	103,408	—	—	—	—	—
Scotland.	Schools connected with *C. of S.*	—	688	688	654	579	620	34	109	68	1,853	—	—	—	—	—
	Free Church Schools - -	—	319	319	309	289	288	10	30	31	886	—	—	—	—	—
	Episcopal Schools - -	—	91	91	83	75	75	8	16	16	233	—	—	—	—	—
	Roman Catholic Schools -	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total - -	—	1,098	1,098	1,046	943	983	52	155	115	2,972	—	—	—	—	—
	Total Evening Schools, Great Britain -	—	41,670	41,670	38,290	34,828	33,262	3,380	6,842	8,408	106,380	—	—	—	—	—

* Passes allowed on children absent on account of epidemic; 374 in day schools under Article 40 *b* (1), and 115 under Article 40 *b* (2).

† 1,468 children, *not* included here, were also examined; but having been presented in the same or lower Standards than those in which they had been previously examined, in violation of Article 46, were struck off the official returns.

‡ 25 Evening scholars. do. do. do. do.

Results of Examination—*continued.*

DENOMINATIONS.	Number of Examination Passes deducted *not* fulfilling								Number of Non-examination Passes deducted—							
									Under Article 40 *b* (2), *not* fulfilling							
	Article 4.	Article 51 *a*.	Article 51 *b*.	Article 51 *c*.	Article 51 *d*.	Article 52 *d*.	Supplementary Rule 8.	Total.	Article 4.	Article 40 *b* (2).	Article 51 *a*.	Article 51 *b*.	Article 51 *d*.	Article 52 *d*.	Supplementary Rule 8.	Total.
DAY SCHOOLS.																
England & Wales. Schools connected with *National Society*, or *Church of England*	9,861	789	1,965	—	338	8,423	—	21,376	528	94	165	569	48	337	—	1,741
England & Wales. *British, Wesleyan*, and other Schools *not* connected with Church of England	5,358	699	915	—	318	583	—	7,873	177	118	97	150	9	45	—	596
England & Wales. *Roman Catholic* Schools	124	—	88	—	—	54	—	266	26	16	115	23	—	4	—	184
Total	15,343	1,488	2,968	—	656	9,060	—	29,515	731	228	377	742	57	386	—	2,521
EVENING SCHOOLS.																
England & Wales. Schools connected with *National Society*, or *Church of England*	34	—	139	—	105	97	—	375	—	—	—	—	—	—	—	—
England & Wales. *British, Wesleyan*, and other Schools *not* connected with Church of England	5	—	—	—	—	—	—	5	—	—	—	—	—	—	—	—
England & Wales. *Roman Catholic* Schools	30	—	—	—	—	—	—	30	—	—	—	—	—	—	—	—
Total	69	—	139	—	105	97	—	410	—	—	—	—	—	—	—	—

DENOMINATIONS.	Number of Non-examination Passes deducted—							
	Under Article 40 *a*, *not* fulfilling							
	Article 4.	Article 40 *a*.	Article 51 *a*.	Article 51 *b*.	Article 51 *c*.	Article 51 *d*.	Article 52 *d*.	Supplementary Rule 8.	Total.
DAY SCHOOLS.									
England & Wales. Schools connected with *National Society*, or *Church of England*	6,679	2,119	797	4,271	—	319	5,442	—	19,627
England & Wales. *British, Wesleyan*, and other Schools *not* connected with Church of England	3,044	553	460	847	—	222	2,019	—	7,145
England & Wales. *Roman Catholic* Schools	102	—	400	53	—	—	23	—	578
Total	9,825	2,672	1,657	5,171	—	541	7,484	—	27,350
EVENING SCHOOLS.									
England & Wales. Schools connected with *National Society*, or *Church of England*	5	318	—	66	—	95	14	—	498
England & Wales. *British, Wesleyan*, and other Schools *not* connected with Church of England	2	105	—	—	—	—	—	—	107
England & Wales. *Roman Catholic* Schools	1	—	—	—	—	—	—	—	1
Total	8	423	—	66	—	95	14	—	606

(No. 8.)—STATISTICS of INSPECTION under REVISED CODE, from 1 September 1866 to 31 August 1867—*continued.*

Results of Examination—*continued.*

	DENOMINATIONS.	Per-centage of the number examined in each Standard (confined to Children *above* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the whole number examined in each Standard (confined to Children *under* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the whole number of Children examined, who *failed to pass* in.			Per-centage of the whole number of Children examined, who *passed* in.			Per-centage of the whole number of Children examined in each Standard, who passed *completely* under Standards						
		I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	I.	II.	III.	IV.	V.	VI.	Total.
England and Wales.	DAY SCHOOLS.																									
	Schs. connected with *N. S.*, or *Ch. of E.* -	22·46	30·36	36·02	46·93	41·33	38·17	29·56	34·61	36·23	47·3	40·63	30·89	10·5	13·4	25·29	89·5	86·6	74·71	70·99	66·32	63·86	52·97	58·7	61·9	64·72
	B., *W.*, and other Schs. *not* connected with Ch. of England	19·53	28·79	30·84	44·32	39·55	37·32	26·29	31·74	33·51	47·01	41·34	34·88	9·84	11·12	23·76	90·16	88·88	76·24	74·35	69·04	67·88	55·15	60·36	62·69	67·44
	Roman Cath. Schools	16·46	26·57	31·25	41·72	35·63	36·99	20·52	27·14	30·9	41·84	33·33	50·	7·89	8·81	20·44	92·11	91·19	79·56	79·85	72·99	68·93	58·24	64·49	62·97	72·98
	Total - -	21·39	29·79	34·42	46·11	40·74	37·94	28·58	33·68	35·45	46·99	40·49	31·84	10·23	12·69	24·73	89·77	87·31	75·27	72·2	67·22	64·96	53·68	59·28	62·12	65·67
Scotland.	Schools connected with *Ch. of Scotland*	16·31	19·35	28·46	38·53	31·11	21·88	24·39	22·02	28·13	38·3	27·8	44·	3·93	12·56	18·71	96·07	87·44	81·29	76·01	78·5	71·71	61·52	69·04	77·95	73·16
	Free Church Schools	13·83	18·73	19·48	24·95	17·37	12·95	21·36	20·99	20·62	27·68	19·44	7·14	2·35	·7	12·15	97·65	92·88	84·43	79·01	79·43	79·93	74·53	82·54	87·09	79·38
	Episcopal Schools -	29·03	22·4	32·03	40·06	30·69	23·53	25·42	26·54	26·03	44·85	17·65	—	8·31	11·25	16·84	91·69	88·75	83·16	74·48	73·99	71·7	58·43	70·62	76·77	71·39
	Roman Cath. Schools	16·95	40·	13·58	31·45	14·02	33·33	16·09	34·55	9·96	22·92	15·15	—	3·61	7·03	16·82	96·39	92·97	83·18	83·86	64·47	88·33	70·53	85·84	66·66	78·76
	Total - -	15·92	19·79	25·46	33·92	26·17	19·1	23·24	22·26	25·88	35·29	24·26	29·27	3·61	10·71	17·64	96·39	89·29	82·36	77·12	78·21	74·58	65·79	73·92	80·81	75·13
	Total Day Schools, Great Britain -	20·94	28·64	33·11	44·26	38·38	34·48	27·7	32·04	33·93	45·46	38·16	31·44	9·29	12·41	23·72	90·71	87·59	76·28	72·83	68·72	66·45	55·46	61·63	65·55	67·02
England and Wales.	EVENING SCHOOLS.																									
	Schs. connected with *N. S.*, or *Ch. of E.* -	28·91	31·59	37·38	36·6	37·34	33·51	—	—	—	—	—	—	8·08	16·6	20·48	91·92	83·4	79·52	71·09	68·41	62·62	63·4	62·66	66·49	67·09
	B., *W.*, and other Schs. not connected with Ch. of England	21·77	26·71	27·99	35·7	39·15	34·09	—	—	—	—	—	—	7·33	13·58	17·95	92·67	86·42	82·05	78·28	73·29	72·01	64·3	60·85	65·91	71·53
	Roman Cath. Schools	31·86	34·5	46·	35·81	38·71	34·38	—	—	—	—	—	—	9·33	18·09	22·06	90·67	81·91	77·94	68·14	65·5	54·	64·19	61·29	65·62	63·65
	Total - -	28·8	31·49	37·88	36·35	37·76	33·67	—	—	—	—	—	—	8·2	16·48	20·44	91·8	83·52	79·56	71·2	68·51	62·12	63·65	62·24	66·33	67·05
Scotland.	Schools connected with *Ch. of Scotland*	18·42	9·7	21·66	42·34	33·33	31·91	—	—	—	—	—	—	4·94	15·84	9·88	95·06	84·16	90·12	81·58	90·3	78·34	57·66	66·67	68·09	76·89
	Free Church Schools	22·42	9·88	24·36	23·69	8·56	14·29	—	—	—	—	—	—	3·14	9·41	9·72	96·86	90·59	90·28	77·58	90·12	75·64	76·31	91·66	85·71	80·88
	Episcopal Schools -	13·34	26·32	37·04	46·67	26·67	—	—	—	—	—	—	—	8·79	17·58	17·58	91·21	82·42	82·42	86·66	73·68	62·96	53·33	73·33	—	69·23
	Roman Cath. Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total - -	19·11	11·11	23·6	35·3	25·93	27·87	—	—	—	—	—	—	4·74	14·12	10·47	95·26	85·88	89·53	80·89	88·89	76·4	64·7	74·07	72·13	77·41
	Total Even. Schools, Great Britain -	28·63	31·06	37·32	36·32	37·45	33·48	—	—	—	—	—	—	8·11	16·42	20·18	91·89	83·58	79·82	71·37	68·94	62·68	63·68	62·55	66·52	67·32

EXTRACT from the REVISED CODE, showing what are the STANDARDS of EXAMINATION.

Article 48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading -	Narrative in monosyllables	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing -	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once by a few words at a time, from a readingbook used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic -	Form on black-board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10, orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

(No. 9.)

STATISTICS of INSPECTION under REVISED CODE, from 1 September 1866 to 31 August 1867—*continued.*

GRANTS.*

DENOMINATIONS.	Day Schools, Article 40 (*a.*), (*b.*), 47. †												Evening Schools, Article 40 (*a.*), (*c.*)†								
	Amount of Grants awarded on												Amount of Grants awarded on								
	Examination.‡			Attendance.						Half Time, Article 47 *b.*			Total.			Examination.			Average Attendance.			Total.		
				Average.			Infants under 6.																	
ENGLAND & WALES.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Schools connected with *N. S.* or *Ch. of E.* -	142,540	8	1	130,453	15	10	42,628	10	0	44	6	8	315,667	0	7	5,966	4	3	4,082	4	6	10,048	8	9
B., W., and other S. *not* connected with C. of E.	40,460	2	9	33,889	6	3	9,831	6	3	20	8	0	84,201	3	3	1,090	3	9	709	1	6	1,799	5	3
Roman Catholic Schs.	10,444	2	4	9,815	5	0	3,693	4	7	3	4	0	23,955	15	11	1,495	13	4	842	9	7	2,338	2	11
Total - £	193,444	13	2	174,158	7	1	56,153	0	10	67	18	8	423,823	19	9	8,552	1	4	5,633	15	7	14,185	16	11

* Grants to elementary schools under Revised Code are *confined* to *England* and *Wales*. Grants to elementary schools in *Scotland* will continue to be awarded under Code of 1860 until 30 June 1870; but the schools will in the meantime be inspected, and the children examined according to the forms and instructions of the Revised Code. (*Minute*, 21 *May* 1868.)

† Article 40. The managers of schools may claim at the end of each year, defined by Article 17:—

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at the *morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at the *evening meetings* of their school.

(*b.*) For every scholar who has attended more than 200 morning or evening meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Article 48).
2. If under six years of age 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).

Article 47. Under any Half Time Act 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40 *b.*:—

[redacted]pon examination.

[redacted]ut examination, after they have passed according to the highest Standard, but continue to attend school under the Act.

[redacted] (†) in Table No. 11.

Statistics of Inspection under Revised Code from 1 September 1866 to 31 August 1867—*continued.*

Table showing the effect of Articles 51–54 on Grants to 7,022 Schools (*Institutions*), with an average Attendance of 957,516 Children; 911,681 in Day Schools, and 45,835 in Night Schools.

Denominations.	Amount of Grants allowable under Articles 40–47 for Attendance and Examination only. (1.)	Amount of addition to Grants as per Column (1), under Article 54. (2.)	Amount of Reduction of Grants as per Column (1). (3.)						Total Amount of Reduction.	Net Amount of Grant paid.
			Under Article 51*b*.	Under Article 52*a*.	Under Article 52*b*.	Under Article 52*c*. (1).	Under Article 52*c*. (2).	Under Article 52*d*.		
England and Wales. Day Schools:	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Schools connected with *Nat. Society* or *Ch. of England*	315,667 0 7	962 13 0	1,106 5 0	2,245 9 7	1,787 14 11	984 16 6	- - -	4,184 2 11	10,308 8 11	306,321 4 8
Brit., Wes., and other schools *not* connected with Ch. of Eng.	84,201 3 3	115 5 4	226 5 9	432 9 1	636 13 4	187 17 7	6 4 9	536 0 9	2,025 11 3	82,290 17 4
Roman Catholic Schools	23,955 15 11	- - -	165 14 0	216 4 1	291 8 5	344 2 0	- - -	140 11 5	1,157 19 11	22,797 16 0
Total Day Schools - £	423,823 19 9	1,077 18 4	1,498 4 9	2,894 2 9	2,715 16 8	1,516 16 1	6 4 9	4,860 15 1	13,492 0 1	411,409 18 0
Evening Schools:										
Schools connected with *Nat. Society* or *Ch. of England*	10,048 8 9	- - -	0 19 8	3 10 9	6 0 6	6 8 7	- - -	14 5 5	31 4 11	10,017 3 10
Brit., Wes., and other Schools *not* connected with Ch. of Eng.	1,799 5 3	- - -	- - -	- - -	10 0 0	1 5 2	- - -	- - -	11 5 2	1,788 0 1
Roman Catholic Schools	2,338 2 11	- - -	- - -	- - -	6 18 1	1 13 8	- - -	- - -	8 9 9	2,329 13 2
Total Evening Schools - £	14,185 16 11	- - -	0 19 8	3 10 9	22 18 7	9 5 5	- - -	14 5 5	50 19 10	14,134 17 1

Article 54. Pupil-teachers admitted before 30th June 1862, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

The grant is reduced,—

Article 51*b*. By the amount due for the portion of the year defined by Article 17, during which the principal teacher was not duly certificated (Article 67).

Article 52*a*. By not less than one-tenth or more than one-half in the whole, upon the inspector's report, for faults of instruction* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

Article 52*b*. By sums of 10*l*. for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81-9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively. The forfeiture is reduced from 10*l*. to 5*l*. if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Article 52*c*. By its excess above,—

(1.) The amount of school fees and subscriptions; or,
(2.) The rate of 15*s*. per scholar according to the average number in attendance } in the year defined by Article 17.

Article 52*d*. By the amount of any annual endowment (Article 95*a*.)

* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

(No. 11.)

Additional Grants to Day Schools under Minute of 20 February 1867.

From 1 April to 31 August 1867.

Denominations.	No. of Schools examined.			Average Attendance.				Number of Children presented for Examination:	Number of Passes.					Amount granted under Resolution.			Number of Schools under separate Teachers.					Examination in Subjects beyond Article 48.			
					Over Six Years of Age.													In which additional Grant was refused not fulfilling Resolution.					Number of Children presented.	Number of Schools in which the Children presented		
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Total.	Total.	In Schools fulfilling Conditions of Minute.	In Schools not fulfilling Conditions of Minute.	Total.		At 1s. 4d. extra.	At 2s. 8d. only.	At 3s.	Total.	In Standards IV. to VI., inclusive.	I. At 1s. 4d. per Pass.*	II. At 3s. per Child.	Total.†	Aided (Resolution I.).	I. (a).	I. (b.) 1.	I. (b.) 2.	I. (c).		Passed.	Failed to Pass.	Total.
														£ s. d.	£ s. d.	£ s. d.								
England and Wales.																								
Schools connected with *Nat. Soc.* or *Ch. of England* -	1,378	830	2,208	177,990	22,265	129,122	151,387	133,141	30,508	300,945	482	331,935	85,843	312 2 5	188 18 3	501 1 1	282	587	773	730	1,790	13,823	373	173	546
British, *Wesleyan*, and other Schools *not* connected with Church of England - -	334	127	461	46,598	6,285	32,686	38,971	35,771	7,745	80,755	177	88,677	24,257	70 2 6	70 16 0	140 18 6	71	141	136	137	336	5,325	117	98	215
Roman Catholic Schools -	36	65	101	8,918	847	6,519	7,366	6,446	1,233	15,776	8	17,017	3,954	11 10 4	3 4 0	14 14 4	12	20	25	38	86	272	11	1	12
Total - -	1,748	1,022	2,770	233,506	29,397	168,327	197,724	175,358	39,486	397,476	667	437,629	114,059	393 15 3	262 18 8	656 13 11	365	598	934	905	2,212	19,420	501	272	773

Extracts from Minute of 20 February 1867:—

"*Resolved;*

I. To provide in the estimate for public education in England and Wales, during the financial year 31 March 1867-8, for an additional grant of 1*s.* 4*d.* per pass in reading, writing, or arithmetic, up to a sum not exceeding 8*l.* for any one school (*department*) upon the following conditions beyond those now specified in the Articles 38-63 of the Code, viz.:—

(*a.*) The number of teachers must have allowed, throughout the past year (Article 17), at least one certificated or one assistant teacher, fulfilling respectively the conditions of Articles 67 and 91-3, for every 80 scholars, or one pupil-teacher fulfilling the conditions of Articles 81-9 for every 40 scholars, after the first 25 of the average number of scholars in attendance.

(*b.*) The number of passes in reading, writing, and arithmetic must—

1. Exceed 200 per cent. of the annual average number of scholars in attendance who are over six years of age. In schools where the calculation of average attendance is made indiscriminately upon scholars above and scholars under six years of age, the school registers of age are to determine in what ratio the average number in attendance is to be divided.
2. Fall under Standards IV.—VI. to the extent of at least one fifth part of the whole number of passes.

(*c.*) The time tables of the school in use throughout the past year (Article 17) must have provided for one or more specific subjects of secular instruction beyond Article 48. The Inspector must name the specific subject or subjects in his report, and must state that at least one fifth part of the average number of scholars over six years of age have passed a satisfactory examination therein.

II. To exempt, for one year, from the operation of Article 46, children who have already passed in Standard VI., provided they pass a satisfactory examination in the subjects professed in their school beyond Article 48 conformably to section (*c*) in paragraph I. of this Minute."

"V. To pay, in the financial year 31 March 1867-8, only so many twelfth parts of the additional grants offered by this Minute as, in the case of grants under paragraph I., equal the number of months from 1 April to the end of the school year (Article 17)."

* These grants are for periods varying from one to five months, *i.e.* from the 1st of April to the end of the school year.

† Included in the column "Examination" in Table No. 9.

(No. 12.)

Schools examined, under Article 48, for *Simple Inspection only* (Articles 18, 19.)

	Denominations.	Number of Schools (Institutions).	Number of Children in Average Attendance in those Schools.				Standard I.									Standard II.									Standard III.								
							Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
										Who passed in			Who failed to pass in						Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
			Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
England & Wales.	**Day Schools.**																															
	Schs. connected with *Nat. Soc.*, or *Ch. of England Brit., Wes.*, and other Schools *not* connected with Ch. of England	135	2,639	1,517	649	4,805	1,215	87	1,332	1021	906	705	311	426	627	875	252	1,127	959	1021	554	168	106	573	476	486	962	853	685	556	109	297	406
		27	1,522	234	—	1,756	312	41	353	301	282	235	52	71	118	168	90	253	225	242	163	33	16	95	112	137	249	200	187	145	49	62	104
	Roman Catholic Schools	3	—	140	32	172	27	5	32	26	22	20	6	10	12	12	7	19	16	18	6	3	1	13	7	17	24	23	22	3	1	2	21
	Total	165	4,161	1,891	681	6,733*	1,554	133	1,717	1348	1210	960	369	507	757	1,055	349	1,404	1200	1281	723	204	123	681	595	640	1235	1076	874	704	159	361	531
Scotland.	Schools connected with *Church of Scotland*	27	991	113	140	1,244	215	12	227	212	152	109	15	75	118	181	43	224	208	188	109	16	36	115	75	114	189	171	146	122	18	43	67
	Free Church Schools	7	128	173	—	301	45	1	46	45	35	30	1	11	16	40	9	49	47	39	29	2	10	20	16	26	42	38	35	27	4	7	15
	Episcopal Schools	1	28	—	—	28	1	—	1	1	1	1	—	—	—	2	—	2	2	2	—	—	—	2	5	—	5	4	5	4	1	—	1
	Roman Catholic Schools	1	—	67	—	67	15	1	16	16	13	13	—	3	3	4	1	5	5	5	—	—	—	5	—	2	2	2	2	2	—	—	—
	Total	36	1,147	353	140	1,640*	276	14	290	274	201	153	16	89	137	227	53	280	262	234	138	18	46	142	96	142	238	215	188	155	23	50	83

* Of the 201 Schools examined under Article 48, no returns have been made for 46, viz.: 39 *Church of England*; and 7 *Church of Scotland*.

No. 12.—Schools examined, under Article 48, for *Simple Inspection only—continued.*

Denominations.	Standard IV.									Standard V.								
	Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England & Wales. — Schools connected with *National Society* or *Church of England* – *British Wesleyan*, and other Schools *not* connected with Church of England	125	556	681	647	486	416	34	195	265	13	223	236	213	157	136	23	79	100
England & Wales. — *Roman Catholic* Schools	25	146	171	123	141	124	48	30	47	4	34	38	35	25	23	3	13	15
England & Wales. — Total	1	8	9	9	6	—	—	3	9	—	—	—	—	—	—	—	—	—
	151	710	861	779	633	540	82	228	321	17	257	274	248	182	159	26	92	115
Scotland. — Schools connected with *Church of Scotland*	15	89	104	103	76	78	1	28	26	8	33	41	41	28	24	—	13	17
Scotland. — *Free Church* Schools	3	20	23	22	20	21	1	3	2	—	9	9	9	9	9	—	—	—
Scotland. — *Episcopal* Schools	3	1	4	4	1	3	—	3	1	—	—	—	—	—	—	—	—	—
Scotland. — *Roman Catholic* Schools	1	—	1	1	1	1	—	—	—	—	—	—	—	—	—	—	—	—
Scotland. — Total	22	110	132	130	98	103	2	34	29	8	42	50	50	37	33	—	13	17

	Standard VI.									Total. (Standards I. to VI. inclusive.)								
England & Wales. — Schools connected with *National Society* or *Church of England* – *British Wesleyan*, and other Schools *not* connected with Church of England	4	199	203	187	162	105	16	41	98	2,738	1,803	4,541	3,880	3,397	2,472	661	1,144	2,069
England & Wales. — *Roman Catholic* Schools	1	26	27	26	24	14	1	3	13	622	474	1,096	910	901	704	186	195	392
England & Wales. — Total	—	6	6	6	6	—	—	—	6	47	43	90	80	74	29	10	16	61
	5	231	236	219	192	119	17	44	117	3,407	2,320	5,727	4,870	4,372	3,205	857	1,355	2,522
Scotland. — Schools connected with *Church of Scotland*	—	44	44	44	40	40	—	4	4	494	335	829	779	630	482	50	199	347
Scotland. — *Free Church* Schools	—	2	2	2	2	2	—	—	—	104	67	171	163	140	118	8	31	53
Scotland. — *Episcopal* Schools	—	2	2	2	2	1	—	—	1	11	3	14	13	11	9	1	3	5
Scotland. — *Roman Catholic* Schools	—	—	—	—	—	—	—	—	—	20	4	24	24	21	16	—	3	8
Scotland. — Total	—	48	48	48	44	43	—	4	5	629	409	1,038	979	802	625	59	236	413
Total, Great Britain	—	—	—	—	—	—	—	—	—	4,036	2,729	6,765	5,849	5,174	3,830	916	1,591	2,935

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year ending 31st August* 1867, *by Her Majesty's Inspector, the* REV. H. G. ALINGTON, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* SUFFOLK.

MY LORDS,

I HAVE the honour to present my report for the year ended August 31st, 1867. My duties in the county of Suffolk, which was assigned to me as a district on my appointment as inspector, did not commence until October 1866. My report will therefore be based on the first experience of ten months only. District.

The schools which I have visited afford an almost pure illustration of the difficulties and possibilities of education in an agricultural district. With the exception of the children of small shopkeepers, of workmen engaged in the few manufactories of Ipswich, Stowmarket, &c., and of the fishermen and sailors of Lowestoft, Southwold, and the towns and villages of the coast, they are attended by the families of a population entirely agricultural. In a few towns in the valley of the Stour straw plaiting thins the schools of girls, but as a rule the difficulties with which managers and teachers have to contend arise entirely from the requirements of labour in the field and from the poverty of the labouring class, and any success which they have met with has been in spite of these difficulties. Kinds of schools.

Before entering upon the particulars of my report, I may say generally that, while dropping and bird-keeping, and the various employments in which the labour of children is as necessary to the farmer as their earnings are acceptable to the parent, constitute a formidable array of obstables to education, and leave few times in the year when it may not be said that a school is seen at a disadvantage, the very efficient state in which I have found some country schools is a sufficient proof that these obstacles are not insuperable. Difficulties of managers not insuperable.

The schools in this county under certificated teachers are 108 in number, and contain 138 separate departments. 135 of these departments are in the receipt of an annual grant, in one case the grant is refused under Art. 52 *d*, and in two schools, at Helmingham and Stradbrooke, the education given is not intended for the children of parents who support themselves by their own manual labour. Schools under certificated teachers.

Eighty-one of these departments are mixed, 24 are for boys only, 22 for girls only, and 11 for infants only. Division of departments.

There are also five schools in which the teachers are candidates for certificates under Art. 72 *b* 2, and one union of schools under a superintending certificated master.

Additions to the list of aided schools.

Of these 108 schools ten have been added to my list and examined for the first time in the past year. Three more, making a total of 141 departments, have been added, but not yet visited.

Changes in the date of inspection.

Owing to necessary changes in the date of inspection, I have examined ten schools with an average attendance of 1,690 children twice in the past year; two I have not yet been able to visit at all.

Number of children present at inspection presented in standards, and under six years.

In the 116 actually examined, 14,900 children were present on the day of inspection; 8,672 were presented in the standards; and 2,440 were under six years of age. A large proportion of the remaining 3,788 had not attended the requisite 200 times.

Teachers.

Under the 138 principal teachers in these schools there are eight assistant teachers and 84 pupil teachers. In two cases certificated mistresses assist their husbands in the management of mixed schools. Monitors, both paid and unpaid, are largely employed.

Unaided and evening schools.

I have also examined 48 unaided schools, containing 2,512 children, and 31 evening schools, in which 612 scholars were presented for examination.

Report on schools in receipt of annual grants.

I propose to report first upon the general result of my examination of schools in the receipt of annual grants.

Per-centage of failures.

The per-centage of failures in these schools has been approximately as follows: in reading, 12; in writing, 13; in arithmetic, 24.

Arithmetic comparatively but not altogether satisfactory.

The number of failures in arithmetic is slightly below the general average; so far, therefore, the result of the examination in this subject is comparatively satisfactory. It cannot, however, be considered as altogether satisfactory that no more than 76 per cent. should show the minimum of attainments necessary for a pass in work which is intended to represent the result of one whole year's instruction. It is true that the failures in ten departments (more than 50 per cent.) have considerably raised the total average; yet this per-centage of failures is actually reached or exceeded in 43 others, and nearly reached in many more. It represents, that is, pretty fairly, the maximum of arithmetical attainments in about one half the schools in my district. In many of the others I have found arithmetic very fairly taught, and in about 20 departments I have met with the sound accurate work which the standard examination encourages. In all these, however, there is a tendency to regard the pass as a *maximum* to be aimed at, and even in the best schools I have not always been able to venture out of the beaten track with satisfactory result. I should have expected to find children in Standards V. and VI. more often able to *apply* rules which they can

work with sufficient accuracy. The requirements of the Standards are not at all above the capability of any well-taught child in any school which I have visited. The 20 departments which I have selected as good contain specimens of large and small, town and country, boys' and girls' schools. It is fair to say that a failure is frequently the result of continued absence during the weeks preceding the examination, but a large proportion of the failures in this subject may be traced back to early bad grounding, and especially to ignorance of numeration and the multiplication table. Where the arithmetic of a school has been thoroughly bad I have usually found, in addition to these two causes of failure, that the children have been taught to be dependent upon strokes in addition and subtraction, and even in multiplication, and I have observed, where this has been the case, that they never cease to be dependent upon them in the highest classes.

Writing satisfactory.

The failures in reading and writing have been less numerous. With the writing I have, as a rule, been well satisfied. In the best schools a bold and well-formed hand is taught, and the spelling is really good. In most the knowledge of spelling acquired by means of dictation goes far to counteract the bad effects of the system followed in the reading lesson. There is indeed a tendency to make a dictation lesson too much a merely mechanical exercise; and frequently a piece of poetry or any combination of words requiring thought in the writer produces ludicrous results, yet I believe that progress is on the whole being satisfactorily made here, and in the right direction.

Reading not satisfactory.

Of the reading, however, in which the number of failures is least, I cannot speak with any satisfaction. The small number of failures can be easily accounted for. It is scarcely possible that judgment should be passed with the same precision against a bad reader as against a bad speller or a bad arithmetician. Nervousness and consequent indistinctness or accent may often fairly enough be taken as an excuse for indifferent reading; and, as a rule, there are fewer who do their work really well, and more who just accomplish enough to be admitted to a pass in this, than in either of the other subjects. At the same time I hope in future to be able either to report an improvement in the reading or a higher average of failures. Minor causes omitted, two distinct faults in the method pursued in teaching appear to me to be sufficient, if not to account for most of the indifferent reading met with, at all events to prevent it from rising much above its present low level. (1.) The first occurs in the earliest stages of reading, and exists more or less in every class. It is in the system pursued in teaching children to spell. That system is as follows: A child is taught, when a word of more than the ordinary length occurs, to repeat every letter by itself, and this with the greatest rapidity and regardless of syllables.

Reasons.

1. Spelling badly taught.

If the word has been met with before the child then sometimes pronounces it; if, on the other hand, it is now seen for the first time, or is not well known, either a guess is made, or more frequently the difficulty is solved by the help of the more advanced members of the class. In either case the mere repetition of letters which is called spelling, and which is always given by a child when spelling is asked for, must have been utterly useless; while it is worse than useless, inasmuch as it is a mask under which guessing and prompting gain the sanction of authority. A difference in theories of spelling as a help to reading is quite admissible, but it is difficult to understand what is supposed to be the talismanic effect of the mere repetition of the letters of such a word, for instance, as "*limitation*," (a word which very frequently tempts members of the upper classes to illustrate the manner in which they have been taught to spell,) or to say how the system has obtained such a hold upon teachers as its almost universal adoption proves it to have done. It may save a little trouble at first, but it is bad economy in the end. A child gains no knowledge of the formation of a word by it; he is no better able to make out the next difficult word he meets, while the inveterate habit of gabbling over a number of letters clings to the members of the highest classes, and often interferes ludicrously with the reading of poetry in the 5th Standard. (2.) I have as a rule found children remarkably ignorant of the subject-matter of their lessons. It is very seldom that they are able to explain the meaning of words and phrases, even of such as occur frequently. This is the case, not only in those lessons which are read for the first time on the day of examination (unfortunately it is too rarely the case that the book has not been read and re-read), but in those as well in which teachers must frequently have had an opportunity of informing and questioning their pupils. Anything more dull and profitless than the lessons given in the mere mechanical manner which this ignorance implies it is impossible to imagine. When in addition to this it is remembered that elocution is very rarely taught, it is little wonder that the reading of the upper classes in elementary schools is so often spiritless and unintelligent. It is needless to specify any of the various methods by which improvement may be effected. Any intelligent teacher who is not content merely to *listen* to the reading of a class, but will try to *teach* the children in it to read, will have no difficult task. If children at an imitative age (this excuse for bad reading is frequently given) pick up readily the accent and tones of those with whom they are brought up at home, example in the schoolroom ought not to be altogether without effect.

2. Subject matter of lessons neglected.

Reading should be more often really taught.

Religious instruction.

The knowledge of the facts in Bible history in these schools is on the whole very fair; often I have found it very good. Generally, too, the catechism is well repeated. As a test,

however, of the intelligent instruction of the children the religious knowledge shown is not so satisfactory. In the catechism, for instance, I have been surprised to find children so frequently unable to refer portions of the "Duty to God" and the "Duty to our Neighbour" to the separate commandments which enjoin them. And I may say here that in the answers of pupil-teachers to questions on the catechism I have been struck with the meagreness of the knowledge which they have shown. To refer to the commandments again, for an instance, I have seldom met with any reference to the New Testament, or any attempt at more than a literal explanation of them, in their notes of lessons to be given to a class on this subject. In this, perhaps, more than in any other subject, there is a great difference between school and school. It is not often, however, that I have had the satisfaction of listening to a really good Bible lesson, or that I have found children taught to use thought as well as memory.

Knowledge too often superficial in the case of pupil-teachers as well as children.

Great difference between school and school.

Too much simultaneous answering during the year in the upper classes frequently prevents the individual members from doing themselves justice in the Bible examination on the day of inspection. The same cause will also, to a certain extent, account for the very foolish mistakes still frequently made in writing parts of the catechism from memory.

Bad effect of simultaneous answering.

I was frequently compelled during my first few months in this district to call the attention of managers and teachers to their neglect of such subjects as geography and history, and I hail with pleasure the issue of the Minute of February last.

New Minute.

In the best schools which I have visited the more advanced subjects of instruction have never been entirely neglected. Where I have found them taught I have gladly recognized them; but most frequently they have been set aside during the two months preceding inspection, and the examination in them has seldom been satisfactory. In most schools, however, I have found the instruction strictly confined to reading, writing, arithmetic, and religious knowledge, and outside these utter ignorance of the commonest facts. I have great hopes that an impulse will be given by the issue of the new Minute to the re-adoption of more advanced instruction. It is too early as yet to speak from experience of the effect which it will have. At present (August 1867) an additional subject has been professed in six schools only in my district, all of more than average size. The extra grant was allowed in four of these cases. In one the subject was sufficiently well taught, but the elementary instruction was very bad; while in the other a sufficient number of boys were not adequately prepared although many answered well.

Advanced subjects never entirely neglected in the best schools.

In most schools they have been neglected.

Effect of the new Minute at present.

My present experience, therefore, only goes to prove that an extra subject will be generally taught, and, as a rule,

Probable effect in future.

taught well in large schools; but with regard to small schools, although I have good grounds for hoping that many will be induced to take advantage of the new Minute, the evidence as yet is simply negative. None have at present proposed to do so. With regard to its influence upon the number of pupil-teachers, I can only say at present that in this district I anticipate a slight increase.

Needlework.

I have been sorry to find a wish expressed by mistresses and masters of mixed schools in some parts of my district that one whole afternoon in the week should be taken from the time employed by the girls in sewing, and given to ordinary school work. This has seldom been put into practice, but the wish implies a disregard of the value of plain needlework in the education of girls which will in a great measure account for the complaint frequently heard at the present time, that young female servants educated in our elementary schools are, as a rule, very indifferent needlewomen. More than once I have found the time given to sewing restricted to one hour in the afternoon. In all such cases one answer has invariably been given to my remonstrance, and it appears to me to be one which has some reason in it. Girls, it is said, are not quicker than boys; in learning arithmetic, at any rate, they are probably slower; and yet, with only three-fifths of the time to give to reading, writing, arithmetic, &c., the same amount is expected of them as of boys. If this inequality could in any way be rectified without prejudice to the amount at present required in the standards, the great reason for the neglect of this very necessary element in the education of girls would be removed.

Tendency to neglect it.

Reasons given for neglect of it.

Needlework of town and country schools.

In about 20 schools in my district plain needlework is really well taught, and in the greater number of village schools, considering the age of the children, it is very fair; the work is generally clean and neat, and, as far as it goes, well done. As a rule, however, this is not the case in large town schools. I seldom find that any girls in them are able to cut out or fix, or that in any part of the school the same progress has been made as by members of the corresponding classes in village schools. The cause, no doubt, is the difficulty of obtaining proper organization in the superintendence. When one lady who takes an interest in needlework, and understands it, is able to superintend, the supervision is complete. In large schools, however, real superintendence requires complete organization, and is often a matter of considerable difficulty. I do not think, as far as I have at present seen, that the difficulty is at all sufficiently met. I have always encouraged knitting, and am glad to say that it is pretty generally adopted.

Infant schools.

There are 11 infant schools in the county in the receipt of annual grants. Four of these are thoroughly efficient.

Their mistresses show a real appreciation of the age of their children and of the character of instruction and drill suited to them. One of them I gladly mention as keeping up the reputation which it has deservedly gained under my predecessors—the infant school at Halesworth. In all the others, in a greater or less degree, there is a tendency to neglect the particular system of instruction and discipline suitable for infants. Marching is relegated to frosty days, and gallery teaching, if not superseded by instruction suited to children of a more advanced age, is at all events thrown into the background. How far this is to be attributed to the presence of two standards in infant schools, and the necessity of individual instruction in them, is doubtful. The standards are a very small portion of the school, and it ought to be possible to teach them without detriment to the general character of the infant instruction. Still, there is no doubt that boys between seven and eight years of age are often quite out of place in an infant school, and that mistresses too frequently consider that their schools will be judged of by the success of their standard children alone. I may add that I have been struck by the fact, noticed in previous reports by Her Majesty's inspectors, that infant schools are generally intrusted to very young teachers. With one exception the best infant schools in my district are certainly those under elderly mistresses.

Halesworth infant school.

Infant drill and teaching too often practically ignored.

Two standards in infant schools perhaps account for this.

Infant mistresses generally very young.

I cannot report very satisfactorily of the examinations passed by the pupil-teachers during the past year. There are exceptional cases, but, as a rule, their answers have not been such as to impress me with a high idea of their powers. This is no doubt partly due to the acknowledged fact that managers are obliged to put up with the material which they can get rather than that which they would have; but it is also in no slight degree owing to the way in which they have prepared themselves or have been prepared for examination. They appear to come crammed with facts and dates, which they are capable of containing, until the paper is set before them, and then at whatever cost of sense they must unburthen themselves. I ask a pupil-teacher, who professes to have prepared the Epistles, for some account of the contents of one of them, and I receive in answer its date and the place from which it was written. I ask for some account of the respective claims of the houses of York and Lancaster to the throne, and I receive in answer the names and dates of the Plantagenet kings. In the same thoughtless way far the greater part of the questions are answered. Analysis and paraphrase in the grammar paper, in which it is impossible to draw upon an overburthened memory, are, as a rule, very badly done. On the other hand, a question as to the course of a river or the physical peculiarities of a country is frequently answered by half a page of Cornwell's geography,

Pupil-teachers.

Show little thought in answering questions.

Memory too much trusted to.

the accurate wording of which is painfully suggestive of the manner in which all their work is prepared. If more pains were taken to make them think and they were more often practised in expressing their thoughts on paper, sensible boys and girls would be frequently spared the mortification of finding themselves committed to absurdities which a very little reflection makes them ashamed of. Euclid, arithmetic, and algebra are generally well done by male pupil-teachers. The reading and teaching of both males and females have, as a rule, too little special attention given to them. I cannot help remarking in conclusion that very little inducement is held out to pupil-teachers, except in their fifth year and as far as that may influence them at earlier periods, to aim at more than passing fairly.

They should be more often practised in expressing their thoughts on paper.

Evening schools

Of the 31 evening schools which I have examined, 30 were attended by males and one by females. They contain an average attendance of 689, and 585 were presented for examination. This difference between the average attendance and the number examined is accounted for by the large attendance in some schools of elderly men. At Stradbrooke, for instance, 30 only out of 84 were examined, the remaining 54 being almost all over age. I conducted the examinations personally on six occasions only. The per-centage of failures has been approximately, in reading, 8; in writing, 22; in arithmetic, 34. When it is added that far the greater number of those presented were in the 1st and 2nd Standards, it will be seen that the amount of actual information carried away by the attendants at these meetings cannot be very important. It would, however, be very unfair to measure the usefulness of night schools, at all events in districts such as this, by the success of the examination passed by their attendants. If little mental training can result from the few hours of the few weeks during which these schools are open, the moral influence is beyond proportion great; certainly few can have failed to be struck with the interest shown by country lads of 16 and 17 years in picking up the merest elements of instruction. I have heard complaints of the reverse of this, but it must be remembered that the attendants at these schools are, as a rule, utterly ignorant, that they have been in early years altogether neglected, that they have to struggle not only against the natural inertness of uneducated minds, but most frequently against bad influences and bad tradition as well, and that the very fact of their presence is at any rate a proof of individual interest in their own improvement. When all young children are properly educated in day schools, then, and not till then, at all events in agricultural districts, will night schools take their proper position, as supplementary to the higher classes of the day school, instead of merely supplying, as they too often do now, the only means of education

often attended by elderly men.

Useful rather for their moral influence than for the amount of instruction imparted in them.

Often at present the only means by which any education can be obtained.

open to youths of 14 and 15, who have been removed from school and sent to earn their bread before they have even learnt to read.

Education in aided schools on the whole promising.

In concluding this portion of my report I may fairly say that, although I have thought it desirable to call attention to certain particulars in which improvement is pretty generally needed, the state of education in these aided schools is, on the whole, decidedly promising. The teachers are, with very few exceptions, both interested in their work and capable of doing it well, and the good moral tone of most schools shows that they have not been contented to restrict themselves to mere instruction.

Number of schools in the receipt of annual grants.

But these schools are only 108 in number, and represent parishes containing a population of not more than 164,000, less, that is, than one half the population of the county. Many other parishes are of course more or less helped indirectly through neighbouring schools at present aided; some have good endowments; many might, and probably will at some future time, be placed under certificated teachers; in not a few cases aid would not be desired or asked for. Indeed, if the term "unaided school" is taken in its now common acceptation, as signifying a school which is unaided through no fault of its own, but in consequence of its insignificance, it is not easy to say how far the number might be reduced in this way. That many schools might obtain grants which at present do not is certain. In the deanery of Lothingland there are 20 country parishes. I omit the town parishes of Lowestoft, Gorleston, and Southdown, which are, however, well supplied with aided schools. Of these 20, nine either receive grants at present or will receive them in course of the coming year. This proportion is not reached in any other deanery which is composed of country parishes. In those of Samford, Hartismere, and Sudbury (western division), which approach nearest to it, the proportion of aided to unaided schools is about one to three; and yet there is no apparent reason for this difference, except that in Lothingland school managers have been more forward to avail themselves of the opportunities offered to them. Again, the fact that the managers of nearly one quarter of the unaided schools to which I proposed a visit declined my offer, proves that inspection would not in all cases be acceptable.

Unaided schools.

Many more might obtain grants.

The deanery of Lothingland;

comparison with other deaneries.

Still, after all deductions made, there remains a large number of small country parishes which, under existing circumstances, cannot obtain any assistance from Government towards the support of their schools. The question how these are to be helped cannot be altogether unnoticed in a general report on education in the county; and I propose to refer briefly to it in reporting, as far as my present experience permits, upon (1.) schools under uncertificated teachers; (2.)

Many cannot at present obtain aid.

schools under teachers provisionally certificated; (3.) united schools; (4.) district schools.

Schools open to simple inspection.

There are 55 schools in the county under uncertificated teachers which have received grants for building, &c., and are open to simple inspection. Most of these have been necessarily unvisited for many years. The present division of districts has enabled me to propose a visit to each of them. In 13 cases inspection was declined or not wished for by the managers. One school was closed for want of a teacher, and in one case the state of the weather prevented the children from attending on the day fixed. Of the 40 visited, one has a large attendance of children and three departments, of which the infant department alone was promising; another has a large attendance and two departments, both below par.

Mainly small.

The rest are mixed schools of various sizes, but mainly very small, some mere dames' schools, under masters or mistresses,

Teachers.

or both. The powers of the teachers in these schools are of course exceedingly various, but, as a rule, the instruction given in them is very deficient in method and unsatisfactory in result. In the few exceptional cases the state of the school is due rather to the energy and supervision of the clergyman

Attainments of children.

than to the merits of the teacher. The children are generally very badly grounded in the elements of arithmetic, and know little of the rules to which they have been advanced too soon. They often write and sometimes spell well, and generally two or three children are good readers; but the mass of the scholars are badly taught and under little control, and their

Copying.

attendance is almost always very bad. I have seldom found

Number of children.

copying and prompting efficiently checked. 2,079 children were present in these 40 schools on the day of inspection, an average of a little over 50 per school; but in 13 cases only were there as many as 50 children present on the day of examination in one department.

In addition to these I have had opportunities at the request

Beach infant school.

of managers of visiting five other unaided schools. None of these, however, call for any special remark except the Beach infant school at Lowestoft. Of this it is impossible to speak otherwise than in terms of the highest praise; there is certainly no better school in my district, nor do I believe that infants are anywhere under a more efficient mistress; this is,

Aided and unaided schools.

however, an exceptional case. The conclusion to which any general comparison of schools at present aided and those under uncertificated teachers must lead is very little in favour of any recognition of the latter on the ground of successful instruction. In the interests of education it is desirable to improve them rather than to aid them. If, however, the two must go together, I should be glad to see them brought under regular supervision on the ground of their present inefficiency. A great deal may doubtless be effected by regular inspection;

but if payment by results under the present class of well educated teachers does not altogether exclude inefficient schools from the receipt of aid, it is much to be feared that when the principle is extended to confessedly inferior schools the number of these cases will be much increased. Under present circumstances the receipt of a grant in most of the unaided schools which I have visited would imply a marked improvement in the order and instruction, and the cases in which teachers are capable of presenting a well taught and well disciplined school for inspection, and are yet incapable of qualifying themselves for the examination for a certificate, are, I believe, extremely rare. There are, however, five schools only in the county in which the teachers have determined to avail themselves of Art. 72 *b* 2. To judge therefore from the schools which I have visited, and they may be taken as fair types of their class, it does not appear that many teachers will qualify themselves for certificates, or that Government aid will be much extended in this way.

Art. 72 *b* 2.

It is not probable that many teachers will avail themselves of it.

Of the two special provisions by which small rural schools may be brought into the receipt of grants, as far as my experience goes, much the same may be said.

(1.) I have found provisionally certificated teachers working well where they are employed, but there are very few schools in this county which are qualified for aid by this means, and it is obvious from the very nature of the provisional certificate that the supply of such teachers must be exceedingly limited.

Provisionally certificated teachers.

(2.) The scheme of united schools is and must be still less extended in its application. One of the three existing groups, the Wheatacre union, is included in my district. It was examined for the second time in February last. Considering the difficulties to be overcome in establishing a group of this kind it is satisfactory to be able to report that the scheme has hitherto worked well in the furtherance of good education. The result of the examination shows an increasing efficiency in the schools under the superintendence of a good certificated master, and coincides with the testimony borne by the managers to the improvement in method and general capability as teachers shown by the mistresses of their respective schools. This success in economizing teaching power is very satisfactory. Financially indeed the same economical success does not appear to attend the scheme. The salary of 100*l.* paid to the master adds an item of 20*l.* to the expenses of each school, which raises them to a total equivalent to those incurred by managers who employ certificated teachers. As far, however, as it is the object of the scheme to extend Government aid to schools under non-certificated teachers in which the appliances, &c. are confessedly defective by improving the instruction given in them, it seems here to be answering well. Still

United schools.

Wheatacre union.

Its success.

Financial difficulties.

The principle can never be much extended.

the very requirements of the scheme must prevent any very extended application of it.

District schools rare.

The attempt to economize teaching power and to reduce expense by combining parishes into district schools has professedly been rarely made in this county, although good schools in the midst of indifferent ones are always more or less fed from the surrounding parishes and are to all intents and purposes district schools. I have been surprised that managers of schools in small parishes have not more often seen the advantage of combination. Of the two district schools which I have visited, one is in Ipswich and attended mainly by boys from the town; the other is in the country, but it is fed to a certain extent by a town about four miles distant. These are not therefore strictly cases from which to infer the success of schools of this description if established in small villages in agricultural districts. But I have no better schools in my district than the boys' school at St. Matthews, Ipswich, and the Kesgrave mixed school, and they point to conclusions which may be drawn from the success of large schools generally: 1. That within certain limits the instruction in them will be better than that in small schools; 2. That a good school will attract scholars from long distances and at high rates of payment.

St. Matthew's, Ipswich, and Kesgrave district schools.

Number of small parishes in the county.

In this county there are many small parishes in which it is almost impossible to expect to establish efficient schools. Of the 40 simple inspection schools visited, 13 only had above 50 children present; 10 had less than 30; in nine parishes the population was under 300. The friends of education in them complain that they receive no aid in the education of their children, that they cannot afford to improve their schools by themselves, that they cannot keep their children at school.

Cannot the principle of district schools be more largely applied in these cases?

With regard to the first and second complaint it is at least worth considering whether the establishment of a large central school would not frequently meet the difficulty; there is no doubt that in cases where it is possible, and very often it is possible, a sufficiently good education to ensure a good annual grant might be given at a district school combining two or more of these parishes, and that the cost of the establishment would not exceed what is at present paid for a bad staff and an indifferent school. With regard to the third, compulsory education would effectually cut the knot of the difficulty, if it must be solved in this way. Meanwhile it may be said that the success of any attempt to check the removal of children from school at the present early age, or to ensure regularity of attendance, must depend entirely upon the value which their parents are likely to set upon the educational advantages offered to them. It is a mistake, I believe,

The labouring man will estimate

to suppose that the agricultural labourer is, as a rule, altogether apathetic on the subject of his children's education.

education at its money value.

He will not indeed estimate it at any higher rate than its money value; but of this, of its advantages, that is as a means of advance in life, he is certainly not ignorant. Most frequently small wages and a large family compel him to send his children into the fields as soon as possible; but supposing him to have good wages and to be in a position to consider the matter, is it reasonable to expect him to set any real money value upon the education given in many a small village school? Is it any wonder that he so often thinks he is better consulting his son's interest by allowing him to take to field work and earn money and learn his line of life as soon as opportunity offers than by sending him to school until he is 12 or 13 years of age? What is wanted in these agricultural districts is to prove to parents that the education offered is a real advantage to their children. I cannot but think that the root of the present evil might be aimed at by the more frequent establishment of large central schools, in which with an economy of teaching power a more efficient education would ensure a more regular attendance and a more advanced age in the children attending. There are doubtless difficulties in the way and certain disadvantages attending any extended application of such a scheme, but I feel very strongly that in the present low state of education in many country villages, and in the decreasing age of the children in attendance, a call is made for more useful education, and a protest is made against the too frequent establishment of petty and inefficient schools. At present, however, the tendency in this county is decidedly against centralization. It is not often indeed that after a district school has been built it has been found necessary to abandon the scheme in consequence of the establishment of separate schools in one or more of the villages forming the district (this has been the case at Dallinghoo), but schools have no doubt frequently been multiplied unnecessarily. I visited two adjoining parishes with populations of 500 and 200 respectively; each have separate schools open to inspection; the distance between the two schools is one mile. There is another school within a mile of that in the smaller parish. In this latter I found very few children, mainly infants, under the charge of a temporary teacher, the mistress having lately resigned her post. The older children had migrated to the neighbouring schools rather than waste time under a teacher who was professedly a make shift. I found many of them in the school of the larger parish, and their addition to the number in the classes and the increase of school pence were acknowledged to be a great benefit to the school, yet under ordinary circumstances these two schools will continue the struggle for existence, and any useful increase to one must be at the expense of the other.

Therefore it should be proved to him that the education offered is an advantage to his children.

District schools might tend to this

notwithstanding the difficulties to be encountered.

At present the tendency is against centralization.

Dallinghoo.

Unnecessary multiplication of schools.

Two instances.

In another village with a scattered population of 1,000 I found two schools in the centre of the parish, one an endowed school for boys only, the other a mixed school. There were only 23 boys in one, and 48 boys and 13 girls in the other. These are only two instances; many more might be given of the unnecessary multiplication of schools, of the waste that is of teaching power without the possibility of useful results.

Instance of successful district school in a small parish.

On the other hand, as an instance not only of the possibility of establishing large schools, if not professedly, yet practically district schools in small parishes, but of the success which it is possible to attain in diminishing expense, increasing efficiency, and securing regularity of attendance,

Falkenham.

I will mention the national school at Falkenham. It is true that its success is in a great degree due to the personal influence and indefatigable labour of the vicar, Rev. W. Jackman,

Number of children.

but the argument from its success holds good. There are only 270 people in the parish, but the number of children on the books of the school is 118, and the average attendance is 93. Of these, 45 are over ten years of age, five are over 14 years, eight only are under six; 93 children were presented

Examination of the school.

for examination in the standards, more than one-third of these were in the 4th, 5th, and 6th Standards, and three were above the 6th Standard. The examination passed by them

Grant and school pence almost pay the expenses.

was very good, and an extra subject was well known. The Government grant of last year, 47*l.* 17*s.* 6*d.*, and the school pence, 40*l.* 14*s.* 5*d.*, make together a sufficient salary for a certificated and an assistant mistress, and the expenses which fall upon voluntary subscribers are very slight. When it is added that 40 children pay a rate of 3*d.* or more it will be seen that not only may a school of this description be made to answer educationally and financially, but that it may succeed in the more difficult problem of enlisting the sympathies of parents. The fact of a large school with a regular attendance, a fairly advanced age in the children, and a high

Will not good schools persuade parents to educate their children?

rate of payment in a small country village is suggestive. Is it necessary to compel the parents of the labouring class to educate their children? Will not good schools in time persuade them?

District schools imply the separate education of children under six.

District schools necessarily imply the separate education of children under six years. For my own part I should be glad to see them more often separately taught. Dames' schools exist in the remote corners of every large village in the county. If it were possible to bring these into connexion

Would not this be an advantage?

with the main school and to allow the capitation grant on certain conditions of inspection and examination, I believe that a great boon would be conferred upon managers, and that children under six would be more often instructed suitably to their years.

In a county rich in endowments it cannot be too frequently represented to school managers that a free education indiscriminately offered is not appreciated by the recipients. Endowments.

The registers of endowed schools in which free education is given, tell, as a rule, a wretched tale of irregular attendance. I will instance two schools which have come under my notice. In one a free education is given to 20 boys, and a bonus of 30*l.* for free apprenticeship. The school registers gave the following report of the quarter preceding my visit. The school had been open 105 times. Of 23 boys on the books one had attended four times only, another eight, another 18, 11 more less than 50 times, and six more less than 80. There was no sickness to account for the absence of any. In another school, in which 28 children only out of 101 pay a rate of 1*d.*, I found an average attendance of 47 only; not more than 27 were presented in the standards, and the examination passed by them could scarcely have been worse. Free education not appreciated. Instances of bad attendance and indifferent instruction in them.

I have been glad however to find that there is an increasing desire on the part of managers to adapt the scale of payment as much as possible to the position of the parents, and the last report of the district national schools at Ipswich states that "the lower middle class, who are at liberty to avail "themselves of these schools have done so in considerable "numbers *cheerfully, spontaneously, and by decided preference* "paying the highest rate, 9*d.*" The scale of payments is being more and more adapted to the circumstances of parents.

Of the two very useful middle-class schools under certificated masters at Helmingham and Stradbrooke I hope to be able to report more fully on a future occasion. Notwithstanding the proximity of the middle-class college at Framlingham they are both well attended. The expenses are less than at Framlingham, and there appear to be many small families ready to take advantage of the lower payment, and yet wishing their sons to be educated apart from those of the lowest class. On the other hand the plan of mixing classes, and by "this means raising the tone of the schools, "and recommending them so much the more to such parents "as are of the poorest," is being tried at the district schools at Ipswich, at the endowed school at Debenham, and elsewhere with great success. It was in contemplation to establish a middle-class girls' school at Stradbrooke. At present the difficulties in the way of this very useful scheme have been insuperable. Middle-class schools under certificated masters at Helmingham and Stradbrooke. The plan of mixing classes tried elsewhere with success. Middle-class girls' school contemplated at Stradbrooke.

The very difficult questions of irregular attendance and early removal from school are naturally uppermost in the minds of all school managers in this district. I have stated above my belief that these are in many cases as much the consequence as the cause of indifferent instruction. Still it is undoubtedly the fact that in the best schools in country Irregular attendance justly complained of even in the best schools.

parishes the teachers have just right to complain that their work is too little appreciated by the parents of their scholars, and as long as the present high price of bread continues it is not likely that the working man will value his children's labour less or the schoolmaster's teaching more.

Not likely to improve.

It is much to be hoped that it will be found possible to extend the principle of the Factory Act to the children in these agricultural districts. So far, at any rate, compulsion is at present desirable. Education may be expected to be more justly valued, and all compulsion may be unnecessary when a generation of children of educated parents springs up. The attendance of elderly men at night schools shows that in this county at least this is very far from being the case at present. The same fact, however, proves also that the advantages of education are being more and more appreciated year by year.

The application of the principle of the Factory Act very desirable.

The parents of the present generation are often entirely uneducated, but show their appreciation of its value.

I have the honour to be, &c.

H. G. Alington.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. E. P. ARNOLD, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CORNWALL *and* DEVON.

MY LORDS, Plymouth, January 1868.

THE following table, which gives a summary of my work for the years 1864–5 and 1866–7, will show that though in consequence of the reduction of the area of my district a smaller number of schools has been visited in the latter year, yet allowing for 42 departments which have been transferred to Mr. Howard's list, and which were inspected by me in 1864–5, the number of schools in receipt of annual grants is still upon the increase. Comparison of work done in 1864–5 and 1866–7.

	Departments under separate Teachers inspected.		Children present at Inspection.		Total.
	For Annual Grants.	For Simple Inspection.	For Annual Grants.	For Simple Inspection.	
1864–5 - -	233	16	19,550	1,021	20,571
1866–7 - -	215	15	17,992	536	18,528

If to the actual number of schools inspected in 1866–7 be added the 42 departments (comprising day schools only) which are included in the number for 1864–5 it will be seen that the work of Government inspection within the limits of what was my district in 1864–5 has materially increased.

Included in the table given above are 19 night schools with 134 scholars for 1864–5, and 24 night schools with 220 scholars for 1866–7, so that there is an increase of schools and scholars on a largely diminished area of inspection.

The remainder of this report for the year ended August 31st, 1867, will relate exclusively to my present district which received its existing boundaries on August 31st, 1866.

Not one school has been withdrawn from inspection during the past year, but on the other hand eight new schools have within the same period been visited for the first time for the payment of annual grants. Their names are—

In Devon.	*In Cornwall.*
Holbeton.	St. Agnes.
Devonport, St. Paul's.	St. Neot's.
Plymouth, Millbay.	Grade and Ruan Minor.
West Alvington.	
Lamerton.	

Since the beginning of the current official year, 1867–8, two additional schools have received annual grants, and there are several new schools in country parishes which will receive grants for the first time before the end of the year.

There have been some few changes in the arrangement of the departments of schools which involve the withdrawal of existing certificated teachers or the appointment of new ones, but in speaking of new schools I only refer to distinct school establishments in separate localities.

School Buildings and Maintenance.

Increased accommodation needed in some places,

I regret to say that in all except one of the places which I mentioned two years ago as being in want of increased school accommodation the same want still exists. The names of these places are Boscastle, St. Austell, St. Blazey, Penzance, Dartmouth St. Petrox, Devonport St. Mary's, and Devonport St. Stephen's. At Gulworthy, which two years ago was included in this list, a very cheerful and convenient class-room has been built by the Duke of Bedford, which relieves the overcrowded condition of the main schoolroom. In the case of the two schools in Devonport I am happy to say that the main difficulty as to the tenure of the proposed sites for new buildings has been overcome, plans have been drawn out, the money has I believe been subscribed, and there is every prospect that before I am again called upon to make a report to your Lordships new schools will have been built. Of the other places mentioned above, Penzance and St. Austell are the most urgently in want of increased school accommodation. At Penzance with its population of nearly 10,000 there is (if we leave out of calculation a school chiefly for very young children in the northern district of the town) only one public day school in connexion with the Church of England for the children of the working classes. This one school is certainly a solid and handsome building, and at the time of its erection, now more than 30 years ago, may have afforded a very sufficient amount of accommodation. But there were 407 children present in the two rooms at the last inspection. A portion of the upper room has been boarded off, to the serious inconvenience of the girls and infants, to accommodate those boys who had fairly overflowed from the room below; but there are no class-rooms and no infant schoolroom, and it is not fair upon the teachers, though they are indefatigable in their exertions, to force them to do their work under such great disadvantages. I have entered somewhat into detail with regard to this school, because Penzance is an important and rising place, and I am sure that its inhabitants, who have shown such true Cornish energy and spirit of late years in the improvement of their town, will only need to have this deficiency of school accommodation brought to their notice to induce them to set to work to remedy it. A very spirited effort has lately been made on the part of the Wesleyans, who are now erecting new and larger school buildings, and as there is abundant room for both parties I

hope that the supporters of the church school will soon follow their example. At St. Austell again, a town which without counting its suburbs of Charlestown and Treverbyn has a population of 6,417, there is only one Church of England school for the poor, which stands in a very noisy situation, so that the instruction in the girls' school is constantly interrupted by the passage of waggons and carts close under the windows, while the boys' school is so crowded that a class is generally taught under an open shed outside the school door, and neither boys' nor girls' school has any class-room. The premises are altogether cramped and confined, and it would seem very desirable, as it is impossible to enlarge them satisfactorily on the present site, that new school buildings should be erected elsewhere. There are still a few schoolrooms which though not so deficient in accommodation are yet dark and dismal, and which cannot fail to exercise a gloomy and depressing influence upon the children who are taught in them. As an example of these I may mention the boys' school at Christ Church, Plymouth, where it is impossible not to feel that the discipline and temper of the boys must be injuriously affected by the outward aspect of things around them. For myself when I go into this school I feel as if I were entering a bastille. In nothing has the educational improvement of late years shown itself more conspicuously or more wisely than in the character of the school buildings which have been erected. The very fact that children are taught in a cheerful, light, and prettily furnished room must exercise a civilising and cultivating influence upon them; it contributes to educate their taste, while it renders even the learning of lessons more pleasant to them.

and more cheerful and airy school-rooms in some others.

With respect to the pecuniary support of our schools, I noticed in my last report that the proportion of income raised from school pence in my district was below the average of the kingdom generally. The hope which I then expressed that this proportion might be increased has not, I regret to say, been realized. The following table will show the actual proportions of school income raised from school pence, voluntary contributions, and Government grants in 150 schools in 1864–5, and 138 in 1866–7.

Income raised by school-pence in my district still below the general average.

—	Number of Schools for which Returns are made.	School Pence.	Voluntary Contributions.	Government Grants.
		£ s. d.	£ s. d.	£ s. d.
1864–5 -	150	5,383 13 3	6,029 3 8	5,051 18 4
1866–7 -	138	4,844 7 7	5,235 19 9	5,710 7 4

There ought to have been raised 4,952*l.* 19*s.* 4½*d.* from school pence and 5,546*l.* 16*s.* 11½*d.* from voluntary contributions to make the proportion of income derived from these sources equal to that raised in 1864–5. On the other hand the Government grant has increased in far greater proportion than these other sources of income have diminished. The proportion of the whole income, 17,135*l.* 12*s.* 8*d.*, for the year 1866–7 which has been raised by voluntary contributions is much nearer two-sevenths than one-third; the proportion raised by Government grants has been almost exactly one-third, while more than three-fifths of the whole sum has been raised by the school pence and Government grants together.

But might be increased by greater strictness on the part of school managers.

The diminution in the sources of income which are raised locally may perhaps be accounted for to some extent by the distress which has been prevailing in many parts of Cornwall during the last 18 months, and partly also by the increase in the amount paid by the Government, which has an obvious tendency to diminish local contributions; but as to one great source of local income, the children's pence, there appears to me to be too great a laxity on the part of school managers in my district in collecting and insisting on their payment. I often hear the "independence" of the parents spoken of as an excuse for unpunctuality and irregularity both in attendance at school and in the payment of the school fees, but the parents themselves must be educated to see the necessity of order and regularity by the strict and judicious enforcement of discipline. So long as children are allowed to come to school an hour after the proper time, and to fall into arrears in the payment of their pence, why should the parents exert themselves to secure a regularity which, however much the masters may scold the children, does not make itself felt by them as a matter of necessity. Parents are not in my opinion so indifferent to the welfare of their children as they are too often supposed to be; but they, like the rest of the world, are apt to let things take their own course, and not to give themselves any unusual trouble unless its necessity is plainly brought home to their minds. If managers were themselves to superintend the collection of the school pence, if children were to be rigorously sent home again who came without their school fees or after a certain hour in the morning, and if all school managers would agree in enforcing these rules, subject of course to such allowances as might be necessary, the parents would soon begin to see the necessity for exerting themselves to secure punctuality, and I am persuaded that we should soon see in them a much healthier and truer appreciation of their duties in regard to the education of their children. At all events, until there is very much greater strictness of discipline than is now to be found in my district on the part of school managers in enforcing regularity, and so educating

the parents to a sense of their responsibility, we cannot lay the blame upon their independence, whatever may be said as to their indifference.

Teachers and Pupil-teachers.

The number of certificated teachers in my present district was 190 on the 31st of August 1867. Their salaries on the average have hardly varied at all since the date of my last report. I have inspected during the past year 15 separate departments under uncertificated teachers. There can be no doubt in the mind of an unprejudiced observer that the schools which are under trained and certificated teachers are as a general rule immensely superior to those under untrained teachers; especially is this the case as regards the moral and civilizing influence of the schools upon the children, and the methods and system of discipline which are to be found in them. But there are certainly some untrained teachers who would in my opinion be greatly improved if they could be brought as it were within the pale of the profession. The Government inspection, the prospect of a grant, would just give them the stimulus which they require. At present they go through their work often in a lazy perfunctory way because they have no particular inducement to do otherwise, and in the absence of the highest missionary motives, which we cannot expect to find except in rare instances, a very great stimulus and incentive to exertion is supplied by the knowledge that our work will be inspected and appraised by a competent judge, that we shall gain credit or discredit, and that we shall be pecuniary gainers or losers according as our work is good or bad. While therefore I am most strongly of opinion that the State ought to insist upon the possession of some certificate of competency by every public school teacher, I think that a good deal more might be done even under our present system to reach the schools under uncertificated teachers. I would suggest—

Certificates for teachers should be retained.

1. That the grant, or some portion of it, might be paid for one year (as was the case with the capitation grant under the Old Code) to schools under uncertificated teachers, but that it should not be renewable under any circumstances to any school unless the teacher were certificated before the next inspection.

but greater facilities should be given for obtaining them.

2. That the inspector should have the power to recommend for a certificate without examination teachers above a certain age, and who had served for a certain number of years, if in his judgment they appeared to deserve it.

3. That greater facilities should be given to teachers to offer themselves for examination. My district is more than 120 miles in length, yet there is not one place in it at which a master can be examined for a certificate. At a school

which I examined not long ago, far down on the north coast of Cornwall, the master was not unwilling to be examined, and the clergyman was desirous that he should gain a certificate; but when I mentioned that he would have to go to Exeter, and to stay there for a week, there was an end of the question. The master had no money wherewith to pay the expenses of such a journey, and the clergyman could not afford to pay them for him. Surely there ought to be at least one or two centres in a county like Cornwall, if not more, at which teachers might be examined by the inspector of the district in union with some of the local boards of education, and where the examination need not occupy more than a single day.

If in addition to these changes, which are really not opposed to the principle of the Revised Code, the publication of the tabulated reports could be resumed, which by the circulation through each district of a short report on the state of each school within it gave a stimulus to voluntary exertions and a powerful lever to Government inspection which nothing has replaced, I believe that we should soon cover a large portion of the field which is now untouched by Government aid; the best of the untrained teachers would be incorporated into the present system, and where these teachers are inefficient the preliminary grant for one year would act as an inducement to the managers to supply their places by trained teachers.

The number of pupil-teachers is still diminishing.

There has been again a steady diminution in the number of pupil-teachers, as will be seen by the following table.

—	Departments under separate Teachers.	Pupil-Teachers.	Assistant Teachers.
1864-5	235	137	6
1866-7	215	90	13

In order to bring the proportion of pupil-teachers in 1866–7 up to that in 1864–5, their number should be 125 instead of 90. But if we reckon one assistant teacher as equal to two pupil-teachers, the total pupil-teacher power in the former period will stand at 149, and in the latter period at 116; but this number ought to be 136⅔ in order to be proportional to the number for 1864–5; and in reckoning one assistant teacher as equal to two pupil-teachers I think that we are making far too liberal an allowance; there are times when separate classes must be taught by themselves in the class-rooms, and then the difference in value between an assistant teacher and a pupil teacher in his 3rd, 4th, or 5th year is hardly appreciable. The following table gives the number of

pupil-teachers and candidates examined by me in the three official years ending August 31st, 1863, 1865, and 1867. One or two who were examined at outlying schools are not reckoned in these numbers, and as Torquay and Newton Abbot are not now in my district, I have omitted from all three columns the numbers examined at those centres. In 1862–3 all the pupil-teachers and candidates for the Devonport district were examined at Plymouth.

	1862–3.	1864–5.	1866–7.
Bideford	6	5	2
Kingsbridge	4	3	4
Menheniot	5	4	3
Plymouth	64	45	37
Tavistock	27	16	17
Falmouth	13	12	9
Penzance	20	14	22
Scilly Isles	4	2	—
Truro	53	29	18
Devonport	—	15	13
Totals	196	145	125

In my last report I ventured to remark with respect to this continuous loss of pupil-teachers, that "if any modification "of the present Code could be devised by which schools might "be encouraged by the prospect of a larger grant to employ "extra teachers at the rate of at least one to forty children, "that would be perhaps the best temporary remedy." The Minute of the 20th February 1867 appears to meet that suggestion, but practically I fear that its effect will be very slight; managers will not undertake present and certain liabilities for the sake of a contingent bonus at the end of five or six years, and as to the increased annual grant, which cannot rise higher than 8*l.*, this is not sufficient to pay the wages of an extra pupil-teacher. This Minute too holds out no encouragement to teachers to persuade their scholars to become apprentices; and the persuasion of the teachers in this matter acts more powerfully than that of managers or inspectors. On the whole, therefore, though this Minute is a step in the right direction, and will be extremely valuable in reviving the instruction in some of the higher branches of knowledge, which was fast dwindling to nothing, some stronger and more direct encouragement on the part of the State is still needed if anything like an adequate staff of teachers is again to be restored to our schools. At the late Christmas examinations only 1,160 candidates for admission have been successful, while the corresponding number at Christmas 1866 was 1,207.

Minute of 20 February 1867 insufficient to stop this decrease.

Discipline and Instruction.

Number of children individually examined.

Of 20,930 children on the books in 191 departments receiving annual grants, 17,772, or 84·9 per cent., were present on the day of inspection; 14,026, or 67·01 per cent., were on the average in attendance throughout the year; and 9,450, or 45·1 per cent., were examined individually, having made the required number of attendances, being over six years of age, and present at the inspection. The number of children thus examined was 53·1 per cent. of the number present at inspection.

Discipline generally good.

The discipline is, on the whole, exceedingly good. It is true that I cannot now judge of it exactly in the same way as I could under the Old Code; but on the other hand the present system of examination is much more trying to the discipline of a school, and gives me a very good opportunity of watching the order and general behaviour of the children. If the staff of teachers were larger the discipline would of course be in many instances even steadier than it is; but I am often astonished to see the admirable discipline which is kept up in large schools without any undue amount of punishment or severity by a very small staff of teachers. The schools in which the discipline was the weakest during the year ending 31st August 1867 were Brixham, boys'; Plymouth, Christ Church, girls'; Callington, Hartland, Camborne, boys'; Bodmin, boys'.

Number of children over 12 years of age increasing.

In the year 1864–5 there were in 136 schools inspected for annual grants 2,491 children over 12 years of age. In 1866–7, in 115 schools the number of children over 12 was 2,271. If the proportion had remained the same the number would have been 2,106, so that there is a very satisfactory increase of more than 7 per cent.

Standard level of instruction in my district much higher than the average throughout the kingdom.

Turning now to the instruction, I am glad to find that the number of children in my district presented for examination in the higher standards is far above the average for the kingdom generally. The figures for the rest of the country are taken from the latest official returns which are accessible to me, as published in the Blue Book for 1865–6. The returns for my own district are for 1866–7. It is not likely, however, that this difference of a year will affect the averages to any great extent. In my district there has only been a variation of 2½ per cent. within the last two years.

Classes of Schools.	Total Number of Children presented for Examination.	Number presented in Standards IV.–VI.	Per-centage presented in Standards IV.–VI.
192 departments in my district -	9,460	3,024	31·9
In National and Church of England schools - - -	422,382	101,562	24·04
In British, Wesleyan, and other schools - - -	117,516	30,190	25·6
In Roman Catholic schools -	26,473	4,745	17·9

The numbers given for my own district include all the schools for which complete returns were made, and the result, so far as the standard level of instruction is concerned, is very creditable to the West of England.

But on comparing the accuracy of instruction, as tested by the number of passes on examination, in my district and in the rest of the country, the tables, I regret to say, are very much turned against us. The figures are taken as before from the returns for 1866–7 for my own district, and for 1865–6 for the other groups.

But per-centage of passes much below the average.

PER-CENTAGE of CHILDREN who passed in

—	Reading.	Writing.	Arithmetic.
In my district - - -	79·7	77·1	60·5
In National and Church of England schools - - -	89·02	85·2	73·8
In British, Wesleyan, and other schools - - -	89·5	89·4	77·7
In Roman Catholic schools -	88·4	89·2	74·7

Not only has the accuracy of instruction in my district fallen off in comparison with the country generally, but there is also a serious falling off as compared with the per-centage in this same district two years ago.

PER-CENTAGE of CHILDREN in my district who passed in

—	Reading.	Writing.	Arithmetic.
In 1864–5 - - -	82·9	77·8	66·4
In 1866–7 - - -	79·7	77·1	60·5

and below what it was two years ago.

In Church of England schools generally there is an increase in the per-centage of passes in reading, but a decrease in arithmetic. In British and other denominational schools there is a decrease on reading and arithmetic; but in Roman Catholic schools there is a very large increase on the per-centage on all three subjects. It is of course to be expected that where the standard of instruction is so much higher, as it is in my district, there should be a larger per-centage of failures than in other classes of schools, where this standard is comparatively low; but taking my district now and comparing it with what it was two years ago, I see no reason for the falling off in the accuracy of the reading and the arithmetic. My method of examination has certainly become less strict than it was at first, and I can only suppose that the

proportion of teachers in my schools is smaller than it is elsewhere, and that other inspectors must pass children with greater indulgence than I find myself able to do. No one who knows Cornwall and the Cornish people will for a moment believe that they are inferior in intelligence to the population of any other part of England.

Religious instruction satisfactory,

The religious instruction in the schools in my district is, in my opinion, well given, and with very satisfactory results so far as the children are concerned. But here I must in fairness make a distinction. We are instructed to ascertain in each school "the state of the children's knowledge of the "Holy Scriptures, Catechism, and Liturgy," and to report upon it. With regard to the Liturgy I may say at once that it is extremely rare to find any knowledge of it at all. Here and there children who sing in the church choir will recognize verses from the "Te Deum" and "Magnificat," and in some cases, though not at all generally, I find that the Church Sunday scholars in the first class can repeat the collect for the week. The Bishop of Exeter has within the last few years established prizes for knowledge of the Prayer Book to be competed for by the children in our national schools; but the number of the examinees furnished by those schools with which I am acquainted has up to the present time been very small, and for my own part I hardly expect to see this number greatly increased. The study of the Liturgy may be carried on with great advantage in Sunday schools, but the parents of the children, whether Churchmen or Dissenters, would soon make loud complaints if much time were devoted in the weekday schools to instruction in the Liturgy. And so again with regard to the Catechism, an intelligent knowledge of its first and last portions is far from being general even in the upper classes of schools. In some of them these portions of the Catechism are not taught; there is hardly a school in which there are not at least some children who do not learn them. When I speak, therefore, of the religious instruction as being satisfactory, I do not mean to say that the children in the upper classes generally have much knowledge of the Liturgy, or thoroughly know and understand the Catechism; but they have what I consider to be a very satisfactory amount of religious knowledge for children of their age. They know the outlines of the early books in the Bible, with a more special knowledge of the first few chapters in Genesis and the departure of the Israelites from Egypt; in many cases they know the history of the Israelites, in more or less detail, down to the time of the captivity; they know the narrative in the four Gospels of the life of our Saviour; and sometimes, but much more rarely, the history of the Acts of the Apostles; they can repeat the Creed, the Lord's Prayer, and the Ten Commandments, with the explanation

given of them in the Catechism; while the younger children are almost always taught to repeat hymns. I do not mean to say that the knowledge of the children in every school is satisfactory on all these points, of course it is not; but it is not often that I have to give a lower mark than fair to the result of this part of the examination, and only in eight instances was the ignorance of the children so great as to oblige me to recommend a reduction of the grant or a caution for next year on its account. The most satisfactory part, however, of the religious instruction is common, I truly believe, to all the schools which I inspect. In all of them religious motives are held up to the children as the true principles of action; in every book which they read, whether sacred or secular, and I am persuaded also in every comment on the part of their teachers, the love of God and of their Saviour is always appealed to as the principle which should mould their hearts and lives.

because conducted wisely and with due deference to claims of conscience.

I say, therefore, that the clergy in my district (I am speaking more especially of Cornwall, in which the present Bishop of Ely I think once said that Wesleyanism might be called the Established Church), by the wisdom with which they have managed their schools, have practically solved the religious difficulty. Some of them may perhaps repudiate my congratulations, but to my mind it is a matter for the most sincere congratulation that by not pushing their religious instruction too far they have drawn all classes of dissenting children into their schools, while they have not failed to impart, either by themselves or the teachers, as much religious knowledge as children under 12 years of age, whoever they may be, can practically apprehend or appreciate. The managers of most of the schools which I inspect might accept a conscience clause to-morrow with the most perfect equanimity; it would be a dead letter to them because it is already in full practical operation.

Arrangement of schools in order of merit.

With regard to the instruction in the subjects of the Revised Code, I have taken some pains to arrange all the schools, with the exception of those for infants only, in order of merit under three different columns. In the first column they are arranged according to the per-centage of passes on examination; this column may therefore, generally speaking, be said to place the schools according to the accuracy of the instruction given in them. In the second column the arrangement shows the extent and range of the instruction, but not its accuracy; the schools are here placed in order according to the per-centage of children presented for examination under the three upper standards. In the third column I have struck the average between the two former columns, and here, therefore, the schools are arranged according to the combined accuracy and extent of their instruction, as tested by indi-

vidual examination. This column does not, I am well aware, give a perfect scale for testing the comparative merits of the schools; it would be necessary to know the average age of the children, the length of time they had been at school, the number of children kept back from examination, and perhaps other particulars besides these, in order to make the comparison thoroughly and exhaustively fair. A very fair estimate, however, may be formed of the relative merits of the different schools from the lists given below if one or two facts are taken into consideration.

Notice of some exceptional cases.

In the first place there are 10 schools which hold quite an exceptional position in the columns. St. Neot's boys' school, which actually heads the list in Column I., St. Neot's girls' school, Bideford boys', St. Agnes, St. Ives' boys', and Carnmenellis are among the first 25 schools in Column I. and the last 25 in Column II. On the other hand Mawnan, which heads the list in Column II., Salcombe girls', Brixham boys', and Plymouth Grey Coat girls', are among the first 25 in Column II., and the last 25 in Column I. The instruction in the six schools first named was remarkably accurate, but then the per-centage of children whom they presented above the 3rd Standard was so small that accuracy became far easier of attainment. In the case of St. Neot's, St. Agnes', and St. Ives', indeed, I cast no blame upon the teachers, for these were new schools which had never been inspected before, and where it was probably quite right to lay a sound foundation before proceeding to higher standards. I have again examined St. Agnes boys' school since the commencement of the current official year, and the per-centage under Column II. has almost exactly doubled itself. Again, with respect to the other four schools referred to, the children at Mawnan were grouped in the most absurd manner. Children seven and eight years old were presented for examination in high standards which they could not have been expected to pass, and the position of this school at the head of Column II. is a great proof of want of judgment and discretion on the part of the teacher. At Salcombe girls' school, Plymouth Grey Coat girls' school, and Brixham boys' school the children are much older than at Mawnan, and though the number of those who were presented under the upper standards was unusually high they ought to have passed a more accurate examination.

Names of the best.

There can be no doubt as to the four best schools in my district being Gulworthy, Morval, Holne, and Dartmoor Prison boys' school. They are among the first 25 in all three columns. These are all excellent schools, but I would especially mention Gulworthy as a large school in a mining district which is in every way admirably conducted, and Holne, which is a small village school on the edge of Dartmoor, with all the disadvantages of a thinly-peopled rural and moorland

neighbourhood, but which owes its success as a place of moral training and instruction to the active superintendence of the clergyman and the industry and zeal of the schoolmistress.

The following six schools are among the last 25 in all three columns, and take the lowest rank in my district: Plymouth St. James' girls', South Hill, Launceston, Plymouth Millbay, Biscovey, and Devonport St. Paul's. Of these schools Launceston and Plymouth Millbay may be looked upon as exceptional cases. The school at Launceston was broken up for some months, and the children scattered to other schools. It was re-opened again as a mixed school for boys and girls only a few months before my visit, and may therefore be looked upon as a new school. Plymouth Millbay school was first intended for infants only, and though from the presence of some few older children it had to be treated as a school for children of all ages, it partakes more of the character of an infant than of a mixed school, and only 10 children over six years of age were presented for examination. and of the worst schools.

I find it difficult to name any standard according to which schools may be classed as good, fair, moderate, or bad, but taking 31·9 as the average per-centage of children in my district presented under Standards IV. to VI. I think that we shall not be far wrong in saying that schools may be classed as— Standard of "good" and "bad."

1. *Good.*—Which out of the whole number of children presented for examination pass 75 per cent., and have 31 per cent. in the upper standards. Striking the average between these two numbers the figure of merit in Column III. would be 53.

2. *Very fair or fair.*—Which out of the whole number of children presented for examination pass 65 per cent., and have 28 per cent. in the upper standards. The figure of merit for this class is 46·5.

3. *Moderate.*—Which out of the whole number of children presented for examination pass 55 per cent., and have 20 per cent. in the upper standards. The figure of merit for this class is 37·5.

4. *Bad.*—Which out of the whole number of children presented for examination pass less than 55 per cent., and have less than 20 per cent. in the upper standards.

According to this scale which, as I said before, I do not pretend to be a perfect one, and excluding infant schools from calculation, 56 schools in the following lists, or 32·94 per cent. of the entire number, may be classed as good, and 118, or 69·41 per cent., are at least as high as fair. On the other hand 52 schools, or 30·58 per cent., can be classed no higher than moderate, while 14, or 8·23 per cent. only, are bad.

SCHOOLS arranged according to

Per-centage of Passes on Examination.	Per-centage of Children grouped in Standard IV.—VI.	Average of combined Per-centages in Columns 1 and 2.
1. St. Neot's, boys - 96·9	Mawnan - - - 62·5	Dartmoor Prison, boys. 70·
2. Gulval - - - 93·3	Plymouth, St. Andrew's Chapel, girls. 61·7	Morval - - - 69·8
3. St. Agnes - - - 92·4	Plymouth, Grey, boys 60·3	Gulworthy - - 69·8
4. Morval - - - 92·2	Dartmoor Prison, boys. 53·1	Plymouth, Grey, boys 68·8
5. St. Neot's, girls - 91·1	St. Mary-Tavy, girls 51·8	Holne - - - 64·5
6. West Alvington - 90·6	Tavistock, boys - 50·5	Marazion - - - 63·7
7. Holne - - - 89·8	Gulworthy - - 50·	Gulval - - - 63·3
8. Gulworthy - - 89·6	Penzance, boys - 49·5	St. Mary-Tavy, boys - 62·45
9. Lamerton - - - 89·4	Tavistock, girls - 48·	Plymouth, Charles, boys. 62·15
10. St. Ives, boys - - 89·	Morval - - - 47·4	Penzance, boys - - 62·05
11. Stratton - - - 87·4	Mabe - - - 47·	Scilly Isles, Tresco - 61·
12. Torpoint, boys - 87·3	Boscastle - - 46·2	Probus - - - 61·
13. Scilly Isles, Tresco - 87·3	Crowan - - - 44·8	Grade - - - 60·95
14. Probus - - - 87·2	Marazion, boys - 43·6	Plymouth, St. Andrew's Chapel, girls. 60·5
15. Carnmenellis - 87·1	St. Mary-Tavy, boys 43·3	Tavistock, boys - 59·85
16. Dartmoor Prison, boys 86·9	Salcombe, girls - 42·	Devoran - - - 59·3
17. Bude - - - 86·8	Stonehouse, girls - 41·1	Mabe - - - 59·1
18. Bideford, boys - 86·3	Scilly, St. Mary's, boys. 40·3	St. Stephen's - - 59·1
19. St. Paul, girls - 86·1	Creed - - - 40·	Creed - - - 59·05
20. Harberton - 85·9	Plymouth, Grey, girls. 40·	Milton Abbot, boys - 59·35
21. Plymouth, Charles, boys. 85·9	Kelly - - - 40·	Bude - - - - 58·2
22. Plymouth, Charles, girls. 85·8	St. Tudy - - - 40	Torpoint, boys - - 58·15
23. Truro, St. Mary's, boys. 85·3	Brixham, boys - 39·4	Tywardreath, boys - 58·1
24. Sancreed - - - 85·2	Holne - - - 39·2	Gwennap, boys - 58·
25. Grade - - - 85·1	St. Breage, boys - 38·6	Truro, Central, boys 56·6
26. Helston, boys - - 84·6	Plymouth, Charles, boys. 38·4	Menheniot - - 56·6
27. St. Austell, boys - 84·2	Truro, Practising, girls. 38·4	St. Paul, girls - - 56·55
28. Trevenson, boys - 84·	Camborne, girls - 38·2	Sancreed - - - 56·5
29. St. Stephen's - - 83·9	Devoran - - - 37·9	St. Breage, boys - 56·25
30. Marazion - - - 83·8	Mylor Bridge, girls - 37·8	St. Ewe - - - 56·1
31. Tywardreath, boys - 83·7	Milton Abbot, boys - 37·7	Mylor Bridge, boys - 55·9
32. Gwennap, boys - 83·1	St. Feock - - 37·5	Sheviocke - - - 55·85
33. Dodbrooke - - 82·9	Mylor Bridge, boys - 37·5	St. Buryan - - 55·8
34. Milton Abbot, girls - 82·6	Grade - - - 36·8	Raddon Chapel - 55·8
35. Pendeen - - - 82·4	St. Buryan - - 36·6	Boscastle - - - 55·75
36. Truro Central, boys - 82·3	St. Breward - - 36·3	Redruth - - - 55·55
37. St. Mary-Tavy, boys - 81·6	Devonport, St. Stephen's, boys. 36·3	Plymouth, Charles, girls. 55·5
38. Kilkhampton - - 81·4	St. Ewe - - - 36·1	Helston, boys - - 55·4
39. Truro, St. Mary's, girls. 81·4	Salcombe, boys - 35·9	Plymouth, St. Andrew's, boys. 55·4
40. Redruth - - - 81·3	Devonport, St. James, boys. 35·7	St. Mary-Tavy, girls - 55·35
41. Sheviocke - - - 81·2	Landulph - - 35·4	West Alvington - 55·3
42. Dittisham - - 80·7	Stoke Gabriel - 35·4	Lamerton - - - 55·15
43. Devoran - - - 80·7	Stokenham - - 35·3	Helston, girls - - 55·1
44. Plymouth, St. Andrew's, girls. 80·7	Merrymeet - - 35·2	Harberton - - 54·9
45. Menheniot - - 80·3	Hooe - - - 34·9	Hooe - - - - 54·85
46. Raddon Chapel - 80·1	Probus - - - 34·8	Truro, Practising, girls. 54·75
47. Devonport, St. Mary's, boys. 79·7	Scilly Isles, Tresco - 34·7	St. Neot's, boys - 54·7
48. Phillack, boys - - 79·3	St. Wenn - - 34·6	Trevenson, boys - 54·7
49. Milton Abbot, boys - 79·	Illogan, boys - - 34·5	Scilly Isles, St. Mary's, girls. 54·4
50. Helstone, girls - - 78·8	St. Stephen's - - 34·3	Phillack, boys - - 54·1
51. Devonport, St. James, girls. 78·5	Ludgvan - - 34·	Stratton - - - 53·7
52. Clowance - - - 78·3	Tideford - - 34·	St. Austell, boys - 53·6

SCHOOLS arranged according to

Per-centage of Passes on Examination.	Per-centage of Children grouped in Standards IV.—VI.	Average of combined Per-centage in Columns 1 and 2.
53. Creed - - - 78·1	Parkham - - 33·9	Landulph - - - 53·55
54. Ivybridge - - - 78·	Plymouth, St. Andrew's, boys. 33·9	Plymouth, St. Andrew's, girls. 53·5
55. St. Ive - - - 77·9	Gerrans - - - 33·8	Milton Abbot, girls - 53·3
56. Stonehouse, boys - 77·6	Compton Gifford - 33·3	Truro, Central, girls - 53·15
57. Penzance, St. Paul's 77·4	Falmouth, boys - 33·3	Truro, St. Mary's, boys. 52·8
58. Truro, Central, girls 77·4	St. Paul, boys - 33·3	Paiguton, boys - 52·8
59. Plymouth, Grey, boys 77·3	Scilly, St. Mary's, girls. 33·3	Pendeen - - - 52·75
60. Luckett - - - 77·	Gulval - - - 33·3	Merrymeet - - 52·45
61. Plymouth, St. Andrew's, boys. 76·9	Gwennap - - 32·9	Clowance - - - 52·4
62. Stoke Clymsland - 76·8	Menheniot - - 32·9	St. Ives - - - 52·4
63. Trevenson, girls - 76·3	Dartmoor Prison, girls. 32·6	St. Agnes, boys - - 52·3
64. St, Ewe - - - 76·1	Tywardreath, boys - 32·5	Ivybridge - - 52·25
65. Cornwood - - - 76·	St. Breage, girls - 32·4	Devonport, St. James, boys. 52·25
66. Budock - - 75·8	Ermington - - 32·3	Kilkhampton - - 52·2
67. Paignton, boys - 75·5	Peter-Tavy - - 32·2	Budock - - - 52·15
68. Scilly Isles, St. Mary's, girls. 75·5	Plympton - - 32·1	Plympton - - 52·15
69. St. Blazey, boys - 75·4	Raddon Chapel - 31·5	Plymouth, Trinity, girls. 52·1
70. St. Buryan - - 75·	Plymouth, St. Andrew's Chapel, boys. 31·4	Penzance, St. Paul's 52·
71. Hooe - - - - 74·8	Helston, girls - 31·4	St. Wenn - - - 52·
72. Plymouth, Trinity, girls. 74·6	Devonport, St. Stephen's, girls. 31·3	Trevenson, girls - 51·95
73. Penzance, boys - 74·6	St. Erth, girls - - 31·2	St. Breward - - 51·85
74. Illogan, girls - - 74·5	Truro, Central, boys 30·9	Kelly - - - - 51·75
75. St. Ives, St. John's - 74·4	Sheviocke - - 30·5	Carmmenellis - - 51·7
76. Mylor Bridge, boys - 74·3	Sutton-on-Plym - 30·3	Stonehouse, girls - 51·65
77. Pensilva - - - 74·2	Paignton, boys - 30·1	Mawnan - - - 51·6
78. S. Breage, boys - 73·9	Redruth, boys - 29·8	Bideford, boys - - 51·6
79. North Huish - - 73·9	Plymouth, Trinity, girls. 29·6	Tavistock, girls - - 51·5
80. Tywardreath, girls - 73·8	Bude - - - 29·6	Devonport, St. James, girls. 51·45
81. Polruan - - - 72·8	Wheal Ruby - - 29·1	St. Neot's, girls - 51·4
82. Plymouth, St. Peter's, boys. 72·8	Plymouth, St. James, boys. 29·	Crowan, girls - - 51·4
83. Plymouth, St. Peter's, girls. 72·7	Torpoint - - 29·	St. Ives, boys - - 51·25
84. Marldon - - - 72·6	Phillack, boys - 28·9	Stoke Climsland - 51·15
85. St. Erth, boys - - 72·4	Truro, Central, girls 28·9	St. Feock - - 51·15
86. Bodmin, girls - - 72·2	Budock - - - 28·5	St. Blazey, boys - 50·85
87. Plympton - - 72·2	Egg Buckland - 28·3	Dodbrooke - - 50·8
88. Landulph - - - 71·7	Camelford - - 28·3	Scilly, St. Mary's, boys 50·55
89. Bodmin, boys - - 71·3	Sancreed - - 27·8	Gerrans - - - 50·5
90. Mabe - - - 71·2	Trevenson, girls - 27·6	Illogan, boys - - 50·5
91. Truro, Practising, girls 71·1	Camborne, boys - 27·6	St. Paul, boys - - 50·4
92. St. Ives, girls - - 70·9	Calstock - - - 27·5	Stonehouse, boys - 50·3
93. Callington - - 70·8	Penryn, girls - - 27·	Tideford - - - 50·3
94. Dartmouth, boys - 69·8	St. Paul's, girls - 27·	Parkham - - - 50·25
95. Merrymeet - - 69·7	St. Ive - - - 26·9	Devonport, St. Mary's, boys. 50·05
96. Sutton-on-Plym, boys. 69·7	Penzance, St. Paul's 26·6	Sutton-on-Plym, boys 50·
97. Holbeton - - - 69·6	Clowance - - 26·5	Salcombe, boys - 49·9
98. St. Wenn - - - 69·4	Ivybridge - - 26·5	Dartmoor, girls - 49·6
99. Camelford - - - 69·3	Plymouth, St. Andrew's, girls. 26·3	Plymouth, St. Peter's, boys. 49·2
100. Truro, St. George's - 69·2	St. Blazey, boys - 26·3	Marldon - - - 49·2
101. Tavistock, boys - 69·2	St. Blazey, girls - 26·3	Dittisham - - - 49·1
102. Plymouth, Trinity, boys. 68·9	Helston, boys - 26·2	St. Breage, girls - 49·05
103. Devonport, St. James, boys. 68·8	Saltash - - 26·2	North Huish - - 48·95
104. Aveton-Gifford - - 68·7	Marldon - - 25·8	Polruan - - - 48·9
105. Calstock - - - 68·6	Plymouth, St, Peter's, boys. 25·6	Devonport, St. Stephen's, boys. 48·85

SCHOOLS arranged according to

Per-centage of Passes on Examination.	Per-centage of Children grouped in Standards IV.—VI.	Average of combined Per-centages in Columns 1 and 2.
106. Saltash - - - 67·5	Stoke Climsland - 25·5	Camelford - - - 48·8
107. St. Paul, boys - - 67·5	Brixham, girls - 25·5	Cornwood - - - 48·7
108. St. Breward - - 67·4	Holsworthy - - 25·4	St. Tudy - - - 48·65
109. Gerrans - - - 67·2	Trevenson, boys - 25·4	Plymouth, St. Peter's, girls.
110. Parkham - - 66·6	Callington - - 25·3	St. Erth, boys - 48·45
111. Egg Buckland - 66·6	Plymouth, Charles, girls. 25·2	Callington - - 48·05
112. Tideford - - - 66·6	Kattery - - - 25·	Calstock - - - 48·05
113. Dartmoor Prison, girls. 66·6	Polruan - - - 25·	Truro, St. Mary's, girls. 47·55
114. Illogan, boys - - 66·5	St. Erth, boys - 24·5	Egg Buckland - - 47·45
115. St. Breage, girls - 65·7	Plymsteck, boys - 24·5	St. Erth, girls - - 47·45
116. Boscastle - - - 65·3	Devonport, St. James, girls. 24·4	Illogan, girls - - 47·1
117. St. Feock - - - 64·8	Paignton, girls - 24·4	Saltash - - - 46·85
118. Salcombe, boys 63·9	Plymouth, Ch. Ch., girls. 24·4	Bodmin, boys - - 46·8
119. Camborne, boys - 63·9	Appledore - - 24·3	Plymouth, St. Andrew'sChapel, boys. 46·4
120. Altarnun - - - 63·8	Plymouth, St. Peter's, girls. 24·2	St. Ives, St. John's - 46·05
121. St. Erth, girls - - 63·7	North Huish - - 24·	Camborne, boys - 45·75
122. Kelly - - - 63·5	Milton Abbot, girls 24·	Plymouth, St. James, boys. 45·65
123. Plymouth, St. James, boys. 62·3	Harberton - - 23·9	Stokenham - - 45·55
124. Stonehouse, girls - 62·2	Pendeen - - - 23·1	Luckett - - - 45·15
125. Porthleven, boys - 61·7	St. Austell, boys - 23·	Camborne, girls - 44·9
126. Devonport, St. Stephen's, boys. 61·4	Stonehouse, boys - 23·	Pensilva - - - 44·5
127. Plymouth, St. Andrew'sChapel, boys. 61·4	Bickleigh - - 23·	Aveton Gifford - - 44·35
128. Brixham, girls - - 61·1	Kilkhampton - 23·	Dartmouth, boys - 44·05
129. Scilly, St. Mary's, boys. 60·8	Bodmin, boys - - 22·3	Mylor Bridge, girls - 43·9
130. Holsworthy - - 60·	Cornwood - - 21·4	Ludgvan - - - 43·85
131. Penzance, girls - - 59·8	St. Austell, girls - 21·1	Compton Gifford - 43·8
132. Bideford, girls - - 59·5	Lamerton - - 20·9	Peter Tavy - - 43·45
133. Plymouth, St. Andrew's Chapel, girls. 59·3	Penzance, girls - 20·5	Salcombe, girls - 43·3
134. St. Mary-Tavy, girls - 58·9	Devonport, St. Mary's, boys, 20·4	Brixham, girls - 43·3
135. Crowan, girls - - 58·	Dartmouth, boys - 20·3	Plymouth, Trinity, boys. 43·1
136. St. Tudy - - - 57·3	Truro, St. Mary's, boys. 20·3	Bodmin, girls - - 43·05
137. St. Austell, girls - 56·9	Plymstock, girls - 20·	Holsworthy - - 42·7
138. Plymouth, Ch. Ch., girls. 56·8	West Alvington - 20·	Stoke Gabriel - - 42·35
139. Plymouth, Ch. Ch., boys. 56·7	Altarnun - - 20·	Tywardreath, girls - 42·05
140. Penryn, girls - - 56·2	Stratton - - 20·	Altarnun - - - 41·9
141. Stokenham - - 55·8	Porthleven, boys - 20·	Wheal Ruby - - 41·8
142. Paignton, girls - - 55·5	Aveton Gifford - 20·	Ermington - - 41·7
143. Tavistock, girls - 55·	Illogan, girls - - 19·7	Penryn, girls - - 41·6
144. Peter Tavy - - 54·7	Hartland - - 19·2	Devonport, St. Stephen's, girls. 41·4
145. Wheal Ruby - - 54·5	Dodbrooke - - 18·7	St. Ives, girls - - 41·15
146. Compton Gifford - 54·3	South Hill - - 18·5	Porthleven, boys - 40·85
147. Ludgvan - - - 53·7	St. Ives, St. John's - 17·7	Holbeton, boys - - 40·65
148. St. Blazey, girls - 53·1	Plymouth, St. James, girls. 17·6	Plymouth, Ch. Ch., girls. 40·6
149. Hartland - - - 52·7	Dittisham - - 17·5	Plymouth, Grey, girls 40·55
150. Plymstock, girls - 52·2	Plymouth, Trinity, boys. 17·3	Truro, St. George's - 40·45
151. Plymstock, boys - 51·7	Biscovey - - 17·3	Penzance, girls - - 40·15
152. Camborne, girls - 51·6	Bideford, boys - 16·9	Paignton, girls - - 39·95
153. Devonport, St. Stephen's, girls. 51·5	Carnmenellis - - 16·3	Brixham, boys - - 39·8
154. Ermington - - 51·1	Pensilva - - - 14·8	St. Blazey, girls - 39·7
155. Mylor Bridge, girls - 50·	Bodmin, girls - - 13·9	St. Austell, girls - 39·

SCHOOLS arranged according to

Per-centage of Passes on Examination.	Per-centage of Children grouped in Standards IV.—VI.	Average of combined Per-centages in Columns 1 and 2.
156. Stoke Gabriel - - 49·3	Truro, St. Mary's, girls. 13·7	Plymstock, boys - 38·1
157. Rattery - - - 48·7	St. Ives, boys - - 13·5	Rattery - - - 36·85
158. Plymouth, St. James, girls. 48·1	Luckett - - - 13·3	Plymstock, girls - 36·15
159. South Hill - - 45·3	Bideford, girls - 12·5	Bideford, girls - - 36·
160. Appledore - - 45·	St. Neot's, boys - 12·5	Hartland - - - 35·95
161. Bickleigh - - - 45·	Plymouth, Ch. Ch., boys. 12·5	Appledore - - - 34·65
162. Salcombe, girls - - 44·6	St. Agnes, boys - 12·2	Plymouth, Ch. Ch., boys. 34·6
163. Plymouth, Grey, girls 41·1	Holbeton, boys - 11·7	Bickleigh - - - 34·
164. Mawnan - - - 40·7	St. Neot's, girls - 11·7	Plymouth, St. James, girls. 32·35
165. Brixham, boys - - 40·2	Truro, St. George's 11·7	Falmouth, boys - 32·4
166. Launceston - - 40·	St. Ives, girls - - 11·4	South Hill - - 31·9
167. Plymouth, Millbay - 36·6	Tywardreath, girls - 10·3	Biscovey - - - 26·
168. Biscovey - - - 34·7	Launceston - - 8·8	Launceston - - 24·4
169. Falmouth, boys - 31·5	Devonport, St. Paul's —	Plymouth, Millbay - 18·3
170. Devonport, St. Paul's 31·4	Plymouth, Millbay - —	Devonport, St. Paul's 15·7

Scarcity of schools aided by public grants in parts of Devon.

The geographical county of Devon contains a population of 583,428. Of this number the portion of the county which is under my inspection contains 255,575. This population again is contained in 142 parishes.* Of these parishes, 45, with a population of 184,764, contain schools in receipt of Government grants, while 97 parishes, with a population of 70,811, have no school in receipt of grants. Of these 97 parishes the sub-district of Stoke has a population of 9,034. Totnes has 3,409, Beerferris 2,847, Dartmouth St. Saviour's, 2,171, Buckfastleigh 2,544, and 12 other parishes have more than 1,000. Eighteen others have more than 600 inhabitants; 26 have less than 300, and of these seven have less than 100 inhabitants. The districts of Holsworthy and Bideford are those in which there are fewest schools in receipt of aid, and in these districts the population is very thin, and the wages are low. Of 19 parishes in Bideford district only four receive Government grants, but the other 15 contain among them only 7,036 inhabitants. Of 18 parishes in Holsworthy district only one receives Government aid, but the other 17 parishes only contain among them a population of 7,666.

and still more in Cornwall.

In the county of Cornwall I am sorry to say that up to this time a far smaller portion of the inhabitants have received any benefit from the Government grants. The geographical county contains 259 parishes and ecclesiastical districts, and 369,390 inhabitants. Of this number 94 parishes, containing 190,714 inhabitants, are in receipt of annual grants, while 165 parishes, with a population of 178,676, have no aid. And these parishes are not, as in Devonshire, almost exclusively rural

* I have counted the five sub-districts of Stoke Damerel and Appledore, which is part of Northam, as separate parishes.

and with small populations. The towns of Liskeard, Fowey, Looe, St. Columb, Wadebridge, St. Germans, Lostwithiel, Padstow, and St. Just have no church schools under inspection or in receipt of Government aid. At Liskeard, Wadebridge, and St. Just there are British or Wesleyan schools in receipt of grants, but not in the other towns mentioned. In Looe, St. Columb, and Lostwithiel the state of education, so far as regards the supply of public day schools for the poor, appears to be at a very low ebb indeed. The thriving watering-place of Newquay has no church school under Government inspection. The large population gathered round the Delabole Quarries in St. Teath has none. The fishing towns of Port Isaac, on the north coast, and Polperro, on the south, have none; and besides all these places there are 22 other parishes with a population of more than 2,000 each which have not been reached by Government aid. Twenty-nine other parishes, with a population of more than 1,000 each, are in the same condition, and 30 others with a population of more than 600 each. Indeed, out of the 165 parishes or districts which receive no aid, only 38 have less than 300 inhabitants, while of these only five have less than 100.

It is clear that a great deal has yet to be done in the way of education in the county of Cornwall. In many places school buildings are wanted, and a proper survey of the county should be made to find out where the school accommodation is deficient. But some public inspection of the schools which do exist is far more urgently needed, for people are often deceived by hearing that such a place has a school, when there is no public guarantee whatever for the character of the instruction given in it. I believe that the want of school accommodation of one sort or another is less than is generally supposed. Through the kindness of a friend I have before me a complete list of the schools within the borough of Bodmin, which may fairly be taken as a specimen of other country towns of the same class. There are two public schools, National and Wesleyan, containing 382 children between them. There are seven private schools with 131 children, and seven dames' schools with 131 children more. The population of the borough is 4,466, so that one in seven of the inhabitants is at school. The Wesleyan and National schools are under Government inspection, but who can give any guarantee as to the character of the education imparted by the seven private schools and the seven dames' schools? It may be good or it may be bad, but who knows which it is?

Irregularity of attendance and shortness of stay at school are the great hindrances

It will be seen that in my district only 67 per cent. of the children whose names are on the school books are actually on the average in daily attendance. The great hindrance to education in this country is not the want of schools; schools of one sort or another abound in almost every district. It s

not the inefficiency of the teachers; the most efficient teachers find that their work does not last. Build schools by all means where they are wanted. Secure by all means the efficiency of your teachers, but you must still come back to what is the real cause of the ignorance and want of education which are now so loudly complained of; this cause is the early age at which children leave school and their irregularity while they are nominally scholars. Until some remedy can be found for this evil, I am convinced by long experience that the best schools may be built and the best teachers may labour in vain. to improvement in education.

I have the honour to be, &c.

E. P. ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year ending 31st August 1867, by Her Majesty's Inspector, the* Rev. H. B. BARRY, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* SOMERSETSHIRE.

MY LORDS, December 1867.

District, diminution of.

DURING the year ending 31st August 1866 my district consisted of the county of Somerset. From the beginning of September 1866 to the end of August 1867 my circuit of inspection was diminished by the removal of the census districts of Wellington, Taunton, Chard, Langport, and Yeovil, which, with the county of Dorset, now form a new educational district. I take this opportunity of expressing my cordial thanks to the clergy and other managers of schools in these districts for their many acts of kindness, hospitality, and co-operation in my official duties.

Population. Number of inspected schools. Of scholars.

My present district contains a population of 396,580. The number of schools held in separate buildings and separately managed is 127; the number of departments in which separate teachers are employed, 175; the number of children for whom accommodation is provided in the buildings of schools in receipt of annual grants, 23,998. The number in average attendance was 12,481, or 69·2 per cent. of the number on the books; the number qualified by attendance and examined, 10,757, or 59 per cent. Of these 7,735 were over, and 3,022 under six. There is an increase as compared with the results in the whole county two years ago of 1 per cent. in the average, and 1·9 in the number of children presented.

Income of schools.

The returned income of these schools was 17,216*l.* 1*s.*, derived from the following sources:—

	£	s.	d.			Per-centage of do. for the whole county in 1864-5.
Endowment - -	578	1	11,	or 3·3	per cent.;	3·6.
Voluntary contributions	6,160	11	0	„ 33·3	„	34·1
Other sources - -	1,153	18	1	„ 6·7	„	7·5.
School pence - -	3,913	17	8	„ 22·4	„	23·4.
Government grant -	5,404	12	6	„ 31·2	„	31·3.

Expenditure.

The returned expenditure was 17,430*l.* 5*s.* 4*d.*, leaving a deficiency of 214*l.* 4*s.* 4*d.* Of this there was spent on—

	£	s.	d.			Per-centage of do. for the whole county in 1864-5.
Salaries - - -	13,536	12	4,	or 77·6	per cent.;	75·9.
Books and apparatus -	738	2	9	„ 4·2	„	4·1.
Miscellaneous purposes	3,155	10	3	„ 17·0	„	19·7.

Last grant.

The grant paid during the last year was 5,780*l.* for day schools, and 149*l.* 3*s.* 5*d.* for night schools, an increase of 524*l.* 12*s.* 9*d.* over the sum paid the previous year.

The extension of the Government system is usually measured by the comparative number of parishes having schools in receipt of annual grants. Applying this test to my present district, I meet with the following results, which will be best exhibited in a tabular form. Extension of Government system measured by number of aided parishes.

Census District.	Population.	Total Number of Parishes.	Parishes annexed to other Parishes, or which have no Schools.	Net Number of Parishes with Schools.	Parishes with Schools under Inspection.	Per-centage of Schools under Inspection.
Williton -	19,918	36	5	31	5	16·1
Dulverton -	6,051	12	3	9	2	22·2
Bridgwater -	34,420	42	7	35	10	28·5
Wincanton -	21,500	41	7	34	6	17·6
Frome - -	23,704	33	6	27	9	33·3
Shepton Mallet -	16,619	24	3	21	5	23·8
Wells - -	21,889	22	3	19	12	63·1
Axbridge -	36,106	41	4	37	18	48·2
Clutton - -	23,721	30	3	27	13	48·1
Bath - -	68,336	24	2	22	13	59·0
Somersetshire parishes in Keynsham -	7,012	14	1	13	3	23·0
Bedminster and Bristol Temple and St. Mary, Redcliff, parishes - -	54,304	30	5	25	11	44·0
Totals -	396,580	349	49	300	107	35·6

The total number of parishes is 349, from which, as the Committee of Council do not take the initiative in founding schools, but only extend aid on certain conditions to those already in existence, I deduct 49 places either having no schools or being annexed to other parishes, and have a remainder of 300. The parishes having schools under inspection are 107, forming a per-centage of 35·8, or a little more than one-third of the total number. It will be seen that the number of inspected schools varies very much in the census districts, being greatest in Wells, Bath, Clutton, and Bedminster, and least in Williton, Wincanton, Dulverton, and Keynsham. The variation is due, in a considerable measure, to the fact that the first four districts contain the largest parishes and the greatest aggregations of population; while the last four consist for the most part of small or widely scattered parishes.

It may be interesting to state the size of the schools not under inspection, and through information kindly given me by the Rev. E. P. Vaughan and the diocesan inspectors I am enabled to do so in the case of 177 of the 193 unaided parishes. Size of schools not under inspection.

SCHOOLS with NUMBER of SCHOLARS.

Schools.	Under 10.	Under 20.	Under 30.	Under 40.	Under 50.	Under 60.	Under 70.	Under 80.	Under 90.	Under 100.	Under 150.	Under 200.	Under 300.	Totals.
Williton - - -	0	5	3	2	2	5	1	0	3	1	1	0	1	24
Dulverton - - -	0	0	0	2	4	0	0	0	0	1	0	0	0	7
Bridgwater - - -	0	3	3	5	4	5	2	0	1	0	1	0	1	25
Wincanton - - -	0	2	3	5	9	3	3	0	0	0	1	0	0	26
Frome - - - -	0	3	3	2	1	1	2	0	0	1	2	0	1	16
Shepton Mallet - -	0	0	0	2	2	4	1	0	0	0	0	0	0	9
Wells - - - -	0	0	0	1	0	1	1	0	0	0	2	1	0	6
Axbridge - - -	0	2	0	6	2	3	0	2	2	0	2	0	0	19
Clutton - - - -	0	1	2	2	0	1	5	1	0	0	0	0	0	12
Bath - - - -	0	0	2	2	2	3	0	0	0	0	0	0	0	9
Keynsham - - -	1	1	1	1	2	2	1	0	0	0	0	0	0	9
Bedminster and Bristol Temple, and St. Mary Redcliff, parishes -	0	0	1	2	4	2	0	0	2	1	3	0	0	15
Totals - -	1	17	18	32	32	30	16	3	8	4	12	1	3	177

It appears, then, that in these parishes there are 38 schools with a less number of scholars than 30 on the books, 68 with numbers under 40, 100 under 50, and 130 under 60. The number of unaided schools containing 60 or more scholars is 47.

Detailed statement of largest of.

The largest of these are Frome, St. John's, with three departments and 275 scholars; Bridgwater, St. John's, with two departments and 206 scholars; Williton, 182 scholars; and Street with three departments and 157 scholars. The schools with numbers between 150 and 100 are St. Thomas's, East Wells, 146; Cheddar, 134; Nailsea, 121; Walton, 119; Nunney, 112; Clevedon, infants, 110; Horsington, 108; Bleadon and Nailsea, Christ Church, 106. Under 100—Dundry with 98 scholars; Timberscombe, 93: Cloford and Winsford, 90. Under 90—Crowcombe, Uphill, and Yatton, 89; Porlock and Wedmore, 88; Selworthy, 85; Pawlett, 83; Winford, 82. Under 80—Compton Bishop, 78; West Harptree, 73; Axbridge, 70. Under 70—Stoneaston, 69; Holcombe and Queen Camel, 68; Saltford, 67; Charlton Hawthorne, and Priston, 65; Broomfield, Chewstoke, Compton Martin, Downside, and Farrington Gurney, 64; Ashcott, 63; Henstridge and Priddy, 62.

With the exception of Frome, St. John's, the vicar of which is not, I believe, desirous of receiving any Government grant, and of Cheddar and Timberscombe, which are endowed, there seems no reason why every one of these larger schools should not avail themselves of State aid. At St. Thomas's, East Wells, there is a certificated master, but no application has been made for any Government grant.

Approximate calculation of comparative number of scholars in

Another test of the extension of the Government system is the comparative number of children in aided and unaided schools. So far as I can make an approximate calculation the per-centages of scholars under qualified teachers to the

total number on the books vary considerably in each census district as may be seen by the table below. aided and unaided schools.

Census District.	Per-centage of Scholars under Qualified Teachers to Total Number.	Census District.	Per-centage of Scholars under Qualified Teachers to Total Number.
Williton - -	18·5	Clutton - -	75·5
Dulverton - -	35·6	Bath - -	83·8
Bridgwater - -	56·4	Keynsham (Somerset)	53·3
Wincanton - -	37·0	Bedminster and Bristol Temple and St.	
Frome - -	52·5	Mary, Redcliff,	
Shepton Mallet -	65·4	parishes - -	76·4
Wells - -	71·3		
Axbridge - -	64·6		

The general result is that of a total ascertained number of 27,983 children, 17,930 are in aided and 10,053 in unaided schools making the general per-centage of scholars under qualified teachers to be 64·1 or nearly two-thirds. Of the 10,053 scholars receiving no assistance from annual grants 2,512 are in schools benefited by building grants and so enjoying through the Government suitable and commodious rooms.

The increase of aided schools during the last two years is, I am sorry to say, very small. In the list of the Christmas examination 1865 I do not find the name of a single teacher in my present district. In 1866 one master and four mistresses were successful; the master was an ex-pupil-teacher and a qualified assistant, three of the mistresses held provisional certificates, the one mistress at Westbury who was successful has left. The new schools inspected are—Bath, St. Michael's, boys' and girls', Camerton, Draycot, Poyntington, Wootton Courtney, Dunkerton and Coleford mixed schools, having 799 scholars on the books in places comprising a total population of 7,936. Against this increase must be set the following schools which no longer employ qualified teachers —Barrow Gurney, Clutton, Flax Bourton, Freshford, Kenn, Norton St. Philip and Rodney Stoke, having 308 scholars on the books in places containing a population of 3,566. The rate of increase which must have been very great in past years, has of late become very small. That by due management teachers holding permanent or provisional certificates might be appointed to many of the unaided schools there can be no doubt. But whatever may be the obstacles in the way, whether ignorance of the advantages of Government aid, indisposition or inability, the hard fact remains that the more your Lordships' system embraces the great mass of populous parishes the slower becomes the rate of increase of schools under inspection. Is it possible to accelerate this increase without trenching on the principle on which Government

Increase of schools under inspection.

Decrease

Very slow rate of increase.

Proposal of a temporary capitation grant to schools placing themselves under inspection.

grants are now distributed? Under the Old Code it was the practice to give the capitation grant to every school fairly reported of on its first examination, with an intimation that the payment could not be continued unless the teacher became qualified or a qualified teacher were appointed. This grant was a great inducement to schools to put themselves under inspection and to teachers well reported of to sit for examination. I would propose on the same principle to make a grant of eight shillings, subject to examination, for every scholar who has attended more than 200 times, to every school making due application at the two inspections which, under Article 72. 2., must take place before the teacher can present himself for examination. In order to exclude very inefficient schools no grant should be made unless Articles 51 *a*, *c*, *d*, *e*, *f*, are complied with, and unless a certain proportion of passes is obtained from the total number of qualified scholars. All schools desirous of grants and in a fair condition would thus be induced to place themselves under inspection, several of the teachers would be encouraged to sit for certificates, and an exact knowledge of the finances and other circumstances of these schools would be obtained. It may also deserve consideration whether the examination of the teachers of small country schools might not be simplified by confining it to reading, penmanship, writing from dictation, arithmetic up to practice, one book of the Old and one of the New Testament, with the Church Catechism, by making it last two days only, by holding it every year in each district or at certain convenient centres, and by giving 50 or 100 marks for the state of the school as shown by the examination schedule, at the second inspection. No candidate should be admitted who is not fairly successful in his school, and teachers who pass should be registered only as under the Old Code, and not be entitled to parchment certificates, nor of course to the charge of pupil-teachers.

And of a further simplification of the examination of teachers well reported of.

Teachers.

Teachers, Number of.

The number of qualified teachers employed in my present district is 173; 77 masters and 89 mistresses were fully certificated and in charge of schools, one a certified assistant; one master and five mistresses were provisionally certificated.

Per-centage of changes in each kind of school during the last two years.

Schools.	Number of Teachers.	Changes.	Per-centage of Changes.
Boys' schools - - -	30	7	23·3
Girls' „ - - -	29	9	31·0
Infants' „ - -	21	7	33·3
Mixed, under a master - -	46	16	34·7
Mixed, under a mistress -	32	15	46·8
Schools under provisionally certificated teachers - - -	12	9	75·0

The general per-centage of the changes of mistresses was 37·7, of masters 30·2. That more mistresses leave than masters is probably owing to the fact that, in the case of a female teacher, marriage nearly always involves the relinquishment of the school. These changes are in themselves very adverse to the progress of education and are discouraged by your Lordships' regulations. Yet as the appointment of young teachers fresh from training to large and important schools is often injurious to themselves and their pupils, and as previous experience as an assistant or in charge of a small school is most desirable, it might be advisable, when the change takes place from a small to a large school, somewhat to modify the restriction of Article 77. General per-centage.

Pupil-Teachers.

Next in importance to the training of the principal teacher is the employment of pupil-teachers. No school of any size can be efficiently taught without them or assistant teachers, and experience seems to show that assistant teachers cannot and will not be employed except in very large schools. The increase or decrease in the number of pupil-teachers is therefore a matter of great interest. The following table gives the fluctuation in the number of pupil-teachers whom I have found at work for the three past years in the schools of my present district:— Pupil-teachers, Importance of.

Pupil-Teachers. Number in each year.

	1st Year.		2nd Year.		3rd Year.		4th Year.		5th Year.		Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1864–5 -	8	11	6	6	9	17	13	15	6	14	45	60
1865–6 -	10	10	7	11	5	6	11	17	8	6	42	50
1866–7 -	15	15	5	9	8	16	4	6	3	10	34	57

Candidates.

	Male.	Female.	Total.	Passed.		Rejected.	
				Male.	Female.	Male.	Female.
1864–5 -	18	23	41	18	16	0	7
1865–6 -	14	30	44	11	21	3	8
1866–7 -	9	24	33	7	17	2	7

It thus appears that while the number of female pupil-teachers fell from 60 to 50 in 1865–1866, and rose to 57 in

1866-1867; the number of male pupil-teachers has steadily decreased from 45 to 42 and then to 34. It would appear also that very few male and hardly any female pupil-teachers have relinquished their apprenticeship before its close. The total number of pupil-teachers was 105 in the first of the three years, 92 in the second, and 91 in the third. The number of schools in which pupil-teachers were employed at all was 57 in the first year, 55 in the second, and only 47 in the third. The number of candidates which was 41 in 1864–1865, and 44 in 1865–1866 fell to 33 in 1866–1867. The diminution is entirely in the male candidates which were 18 in the first and 9 in the third of the three years. The schools in my district are many of them comparatively small, but I am of opinion that the number of pupil-teachers has fallen considerably below what is required for efficiency. Of 84 schools with an average of 65 or over, 27, or 32 per cent., are without pupil-teachers. It is of vital importance that the supply of pupil-teachers should be kept up. The new Minute cannot fail to encourage apprenticeships, especially of male pupil-teachers, and its working will no doubt be carefully watched by your Lordships. But should it after all fail to ensure the employment of a sufficient number of apprentices a further step may be requisite in the same direction. It might probably be advisable to adopt the proposal of the Royal Commissioners that an additional grant should be made for each child on so many of the average number of children in attendance throughout the year as have been under the instruction of qualified pupil or assistant teachers. Some, but not a corresponding reduction might be made from the present payment of four shillings on the average attendance. A grant in aid of the payment of assistant teachers would be in accordance with the principle on which the other State grants have been made. The managers would be left as now to make their own arrangements with pupil-teachers, nor does it appear that the accounts of the office would be more complicated than by the payments under the new Minute.

Diminution in number of.

And in number of candidates.

More of, required in schools.

Bearing of the new Minute on.

Proposal of Royal Commission with reference to.

Suggestions as to examination of.

It may deserve consideration whether all the pupil-teachers of the country might not with advantage be examined in the various districts at the same time in the first days of December or at Easter. The number of pupil-teachers has so much fallen off that a good deal of time is wasted by inspectors in the examination of a very few candidates. The apprenticeship of all pupil-teachers might commence in January and terminate on the 31st of December. If Mr. Hamilton's proposal of one uniform date for managers' returns should be adopted these returns might be made up to the 31st of December, and include the requisite certificates of pupil-teachers and candidates. This plan would obviate the difficulties arising from changes in the date of inspection. It

might be desirable that the fifth year's papers should be supplied from the office, as on them depends the provisional certificate. It might also be advisable to form a definite course for the examination of pupil-teachers in religious knowledge. Each district has now its own programme, and a change of inspectors often brings a change of system.

As to religious instruction of.

INFANT SCHOOLS.

Schools.	On Books.			Qualified.	Examined.	Per-centage of Passes.	Per-centage of those who passed in all three Subjects.	Number who failed in all three Subjects.	Increase in Per-centage over last year.	Decrease.
	Boys.	Girls	Total.							
Timsbury	55	52	107	13	13	100·0	100·0	0	17·6	0·0
Walcot St. Swithin's	108	80	188	37	29	98·8	96·5	0	7·2	0·0
Pill	65	51	116	22	15	97·7	93·3	0	18·4	0·0
Weston Bath	52	60	112	17	14	97·6	92·8	0	18·3	0·0
Midsomer Norton	66	70	136	24	21	96·9	90·4	0	4·6	0·0
Bath Monmouth	72	47	119	12	11	96·9	90·9	0	8·1	0·0
Weston-super-Mare	77	89	166	30	25	96·0	88·0	0	8·3	0·0
Bristol, Pile Street	136	112	248	54	37	94·5	86·5	0	46·1	0·0
Brislington	41	41	82	23	23	94·2	86·9	0	0·0	6·6
Dulverton	32	30	62	18	18	92·5	77·7	0	0·0	0·0
Shepton Mallet	115	84	199	30	20	91·6	75·0	0	1·2	0·0
Keynsham	60	46	106	8	8	91·6	75·0	0	10·7	0·0
Clandown	31	24	55	5	4	91·6	50·0	0	10·7	0·0
Bathwick, Victoria	101	93	194	28	27	91·3	77·7	0	0·0	2·7
Bath, St. James's	116	104	220	—	34	91·1	76·4	0	0·0	3·0
Bedminster, St. Luke's	95	71	166	21	20	90·0	75·0	0	18·6	0·0
Bridgwater	58	78	136	20	20	88·3	65·0	0	2·2	0·0
Wells	83	92	175	31	28	88·0	67·8	0	0·0	9·8
Lyncombe	75	88	163	54	50	88·0	74·0	1	9·7	0·0
Widcombe	103	84	187	56	55	87·2	67·2	0	0·0	8·4
Paulton	43	84	127	13	11	81·8	54·5	0	13·4	0·0
West Pennard, Lower School.	31	38	69	37	23	72·4	30·8	0	23·4	0·0
Bristol, Temple	140	146	286	35	32	66·7	21·8	2	0·0	4·8

BOYS' SCHOOLS.

Schools.	Population.	On Books.	Qualified.	Examined.	Per-centage of Passes.	Per-centage of Passes in all three Subjects.	Failed in all three Subjects.	Increase in per-centage over last year.	Decrease.
Bathwick	5,266	80	67	66	99·4	98·4	0	1·2	0·0
Batheaston	1,698	46	42	41	98·3	97·5	0	0·0	0·2
Frome Selwood	4,506	66	47	42	97·6	92·8	0	8·4	0·0
Weston Bath	3,127	88	76	70	94·7	88·5	0	1·5	0·0
Walcot St. Swithin's	14,679	176	141	123	94·3	84·8	0	7·9	0·0
Pill	1,800	118	91	84	94·0	84·5	0	2·4	0·0
Bath, Trinity	7,555	116	96	82	93·0	81·7	0	3·5	0·0
Mells	782	54	53	52	92·9	86·5	0	0·0	1·6
Bath, St. Saviour's	4,107	80	71	70	91·4	75·7	0	10·1	0·0
Bridgwater, Dr. Morgan's	4,114	176	124	117	91·1	80·3	2	1·3	0·0
Weston-super-Mare	1,507	177	129	102	90·5	75·4	0	11·3	0·0
Glastonbury	3,593	136	99	78	88·8	66·6	0	0·0	0·9
Evercreech	1,321	80	60	48	88·8	72·9	0	10·7	0·0
Midsomer Norton	2,064	86	69	50	84·6	66·0	0	0·8	0·0

Schools.	Population.	On Books.	Qualified.	Examined.	Per-centage of Passes.	Per-centage of Passes in all three Subjects.	Failed in all three Subjects.	Increase in Per-centage over last Year.	Decrease.
Bedminster, St. Luke's	6,020	161	98	80	84·5	66·2	1	12·5	0·0
Brislington	1,489	51	43	41	83·7	63·4	0	2·7	0·0
Milborne Port	1,814	69	60	44	83·3	61·3	0	0·0	3·9
Wrington	1,617	40	30	28	82·1	57·1	0	5·3	0·0
Bristol, St. Mary Redcliff	7,455	303	189	128	81·7	60·9	4	0·5	0·0
Long Ashton	2,000	67	45	41	81·3	58·5	0	5·3	0·0
Bath, St. Michael's	2,951	68	51	51	81·0	56·8	0	40·1	0·0
Lyncombe	5,308	114	98	86	80·6	54·6	1	3·4	0·0
Bath, Weymouth House	8,135	130	104	98	79·9	57·1	1	0·0	11·9
Widcombe	4,592	116	85	72	79·1	34·4	1	0·0	3·3
Clevedon	2,200	94	69	53	73·4	37·0	1	6·7	0·0
Bristol, Temple Colston	5.592	135	92	83	70·2	40·9	5	3·6	0·0
Shepton Mallet	5,347	149	103	98	69·3	32·6	1	0·0	5·3
Bedminster	3,911	151	92	77	67·0	37·6	6	0·0	8·5
Wookey	628	45	36	34	66·6	41·4	4	0·0	22·2
Wells	4,525	70	62	55	62·4	34·5	2	0·0	15·9
Bridgwater, West Street	4,114	74	46	46	55·7	15·2	7	0·0	7·4

Girls' and Girls' and Infant Schools.

Schools.	On Books.			Qualified.	Examined.	Per-centage of Passes.	Per-centage of those who passed in all three Subjects.	Failed in all three Subjects.	Increase in per-centage over last year.	Decrease.
	Girls.	Boys.	Total.							
Walcot, St. Swithin's	136	0	136	93	85	98·4	95·2	0	4·5	0·0
Bathwick	55	0	55	43	43	95·3	90·6	0	0·0	2·2
Pill	118	0	118	73	39	94·8	87·1	0	40·8	0·0
Bath, Trinity	95	0	95	79	70	94·2	85·7	0	0·0	0·0
Milborne Port	96	40	136	55	43	93·7	83·7	0	7·8	0·0
Bath, St. Saviour's	112	64	176	61	56	92·8	78·5	0	0·8	0·0
Bath, Weymouth House	131	0	131	101	94	92·1	78·7	0	3·1	0·0
Bristol, St. Mary Redcliff	238	0	238	144	134	89·5	74·6	0	7·8	0·0
Wrington	173	29	102	43	41	89·4	58·5	0	6·5	0·0
Bath, St. Michael's	53	0	53	38	38	89·4	71·0	0	5·3	0·0
Long Ashton	62	0	62	40	36	84·2	63·8	0	15·7	0·0
Weston-super-Mare	145	0	145	90	75	82·0	56·0	1	25·2	0·0
Widcombe	148	55	203	79	67	81·5	55·2	0	6·1	0·0
Lyncombe	125	0	125	81	72	79·1	47·2	0	3·9	0·0
Brislington	46	0	46	38	38	78·9	52·6	0	3·6	0·0
Wraxall	41	0	41	35	30	77·7	50·0	0	0·0	1·1
Clevedon	94	0	94	51	48	76·3	41·6	0	1·9	0·0
Batheaston	45	0	45	37	28	76·1	50·0	1	0·0	1·0
Evercreech	98	43	141	55	53	74·8	50·9	4	8·8	0·0
Bedminster	129	77	206	91	82	74·7	42·7	2	0·0	10·2
Weston Bath	76	0	76	59	56	74·2	38·5	0	0·0	6·4
Wookey	67	26	93	37	34	72·3	48·5	1	0·0	6·7
Wells	83	0	83	54	47	73·0	42·5	2	0·0	8·3
Glastonbury	144	0	144	74	63	71·4	33·3	1	6·8	0·0
Bedminster, St. Luke's	150	0	150	94	89	71·0	38·6	2	5·5	0·0
Mells	85	33	118	61	47	70·2	44·8	6	0·0	15·4
Bath, Octagon	60	0	60	43	39	69·2	33·3	1	0·0	13·5
Shepton Mallet	100	0	100	73	68	68·6	35·2	1	0·0	5·2
Bridgwater	61	14	75	37	34	62·7	22·2	2	1·3	0·0
Frome Selwood	99	58	157	43	37	60·3	29·7	3	0·0	7·8
Bristol, Temple	97	0	97	51	44	57·5	22·7	2	—	—
Bridgwater, West Street	—	—	117	33	30	48·8	10·0	4	1·5	0·0

Mixed Schools under a Master.

Schools.	Population.	On Books.			Qualified.	Examined.	Per-centage of Passes.	Per-centage of those passed in all three Subjects.	Failed in all three Subjects.	Increase in per-centage over last year.	Decrease.
		Boys.	Girls.	Total.							
Twerton	3,012	102	70	172	84	82	100·0	100·0	0	0·9	0·0
Spaxton	1,057	53	53	106	60	57	93·2	94·7	0	6·6	0·0
Compton Pauncefoot	253	50	39	89	51	44	97·7	93·1	0	3·0	0·0
Cameley	526	69	43	112	73	70	95·2	89·4	0	1·3	0·0
Leigh on Mendip	534	41	54	95	47	45	93·9	84·0	0	19·6	0·0
Publow	643	54	60	104	50	43	92·1	81·1	0	5·1	0·0
Nettlecombe	327	25	28	53	36	28	91·6	78·6	0	1·6	6·0
Claudown	1,075	33	24	57	53	44	90·1	70·4	0	3·0	0·0
Cannington	1,419	90	69	159	85	79	89·8	72·1	0	3·3	0·0
North Petherton	3,151	112	73	185	83	71	88·2	73·2	0	3·1	0·0
Radstock	2,227	115	80	195	98	71	87·7	70·4	0	3·1	0·0
Over Stowey	613	53	60	113	68	64	87·5	71·8	1	14·3	0·0
Nether Stowey	876	54	46	100	54	48	86·8	66·6	0	13·0	0·0
West Pennard	836	23	29	52	35	23	85·5	60·8	0	4·2	0·0
Mark	1,217	37	19	56	37	33	84·8	63·6	0	12·7	0·0
Kilmington	587	44	39	83	32	28	84·5	60·7	0	25·3	0·0
Buckland	459	46	54	100	45	43	83·7	69·7	2	16·1	0·0
Meare	1,593	59	48	107	37	34	83·3	65·7	0	12·2	0·0
Catcott	740	57	40	97	46	40	82·5	57·5	0	0·0	1·3
Portishead	1,201	52	40	92	73	58	82·1	63·7	1	9·9	0·0
Batcombe	713	50	41	91	46	31	81·7	54·8	0	16·7	0·0
Stogursey	1,455	84	68	152	97	88	81·5	56·4	0	18·6	0·0
Stoke Lane	734	66	73	139	74	67	81·5	64·1	2	16·2	0·0
Chew Magna	1,855	54	52	106	67	60	81·3	65·0	1	6·0	0·0
Compton Dando	347	39	37	76	30	27	80·2	55·5	1	0·0	0·7
Burnham	1,490	55	53	108	42	41	78·8	60·9	1	0·0	8·8
Bishopsworth	1,606	60	30	90	50	45	78·5	55·5	1	0·0	4·8
Butleigh	1,038	66	76	142	75	64	78·1	43·7	0	5·4	0·0
Castle Carey	2,060	78	26	104	60	56	76·9	52·7	4	0·0	6·1
Chewton Mendip	976	53	56	109	64	50	76·6	40·0	0	0·0	1·0
Timsbury	1,551	53	49	102	80	74	76·5	54·0	4	0·0	6·2
Old Cleeve	1,529	48	22	70	43	30	75·5	53·3	2	19·6	0·0
Keynsham	2,190	58	51	109	78	73	75·3	45·2	1	9·3	0·0
Huntspill	1,017	49	26	75	34	32	75·0	39·2	1	0·0	13·4
Draycot	613	23	12	35	11	8	75·0	37·6	0	—	—
Dunster	1,112	32	17	49	31	17	74·5	47·0	0	17·0	0·0
Marston Bigot	369	29	35	64	58	58	74·1	48·2	4	0·0	4·1
Brendon Hill	—	66	48	114	46	29	70·1	41·3	2	13·7	0·0
Dulverton	1,552	44	46	90	74	59	69·4	40·6	1	0·0	1·5
Balstonborough	763	33	26	59	26	24	68·0	50·0	2	0·0	1·4
Wellow	1,087	53	36	89	43	36	67·5	30·5	2	0·0	2·5
Camerton	1,368	50	44	94	76	54	66·6	31·4	2	—	—
Backwell	926	42	28	70	36	19	63·1	26·3	1	0·0	21·7
Banwell	1,853	67	62	129	96	56	61·9	32·1	6	4·6	0·0
Paulton	1,958	43	94	137	96	75	54·6	25·3	11	0·0	13·3
Cutcombe	793	43	41	84	—	28	46·4	10·7	3	—	—
Congresbury	1,190	35	42	77	37	23	23·1	4·3	11	0·0	23·7

Mixed Schools under a Mistress.

Templecombe	481	27	33	60	33	27	96·2	88·8	0	2·9	0·0
Poyntington	174	18	25	43	27	26	96·1	88·4	0	—	—
Chantry	—	18	26	44	23	22	93·9	86·3	0	10·6	0·0
Stogumber	1,398	74	74	138	73	61	93·4	80·3	0	0·0	1·0
Trinity Frome	3,819	65	88	153	46	29	93·1	79·3	0	0·0	0·4
Kilmersdon	807	22	60	82	30	23	92·7	82·6	0	8·1	0·0
Wootton Courtney	378	54	35	89	54	52	89·1	71·1	0	—	—
Stowey	181	17	24	41	21	21	88·8	71·4	0	8·1	0·0
South Stoke	375	34	36	70	48	40	85·8	65·0	0	0·0	3·4
East Walcot	—	76	96	172	67	55	83·4	65·4	0	0·0	3·5
Berrow	489	25	17	42	16	13	82·0	61·5	0	1·1	0·0
Bruton	2,072	67	58	125	51	40	81·6	52·8	0	6·0	0·0

Schools.	Population.	On Books.			Qualified.	Examined.	Per-centage of Passes.	Per-centage of those who passed in all three Subjects.	Failed in all three Subjects.	Increase in Per-centage over last Year.	Decrease.
		Boys.	Girls.	Total.							
Berkeley - - - -	386	19	23	42	22	21	79·3	47·6	1	20·3	0·0
Weston-super-Mare, Ch. Ch.	1,597	114	92	206	78	58	78·7	50·0	0	18·1	0·0
Dulcote - - - -	—	18	27	45	23	21	76·1	42·8	0	0·0	8·1
Hutton - - - -	359	27	25	52	24	20	75·0	45·0	0	8·4	0·0
Shipham - - - -	520	34	38	72	35	26	74·3	42·3	0	7·7	0·0
Bathampton - - -	382	20	32	52	26	22	71·2	36·3	1	10·8	0·0
Locking - - - -	152	16	16	32	15	15	71·1	40·0	0	0·0	6·6
Bath, Beacon Hill - -	—	37	41	78	42	34	70·5	47·0	2	0·0	5·4
Cranmore - - - -	292	36	23	59	27	22	68·1	36·3	1	0·0	0·9
Worle - - - -	980	72	92	164	66	47	68·0	27·6	1	26·0	0·0
Dinder - - - -	244	15	17	32	24	24	65·2	37·5	3	0·0	19·8
Farmborough - - -	965	28	33	61	18	15	64·4	26·6	1	0·0	16·7
Wincanton - - -	2,450	36	40	76	31	28	59·5	25·0	3	0·0	0·6
Westbury - - - -	664	28	32	60	—	22	54·5	13·6	3	0·0	17·7
Highbridge - - -	762	41	22	63	26	25	46·6	8·0	5	0·0	1·7
Beckington - - -	1,036	34	38	72	26	23	42·0	8·6	5	0·0	9·1
High Littleton - -	860	42	49	91	39	36	37·9	13·8	12	0·0	25·2
Lulsgate - - - -	—	41	38	79	35	32	33·3	6·2	10	0·0	16·7
East Harptree - - -	657	18	20	38	23	23	27·5	8·6	7	0·0	30·6

MIXED SCHOOLS under PROVISIONALLY CERTIFICATED MISTRESSES.

East Horrington - -	868	26	23	49	17	13	79·4	54·8	0	1·0	0·0
Churchill - - -	810	28	38	66	31	24	75·0	37·5	0	1·9	0·0
Biddisham - - -	147	17	11	28	17	16	62·5	31·2	0	0·0	12·0
Dunkerton - - -	1,060	16	34	50	—	15	43·5	15·3	4	—	—
Coleford - - - -	1,587	45	56	101	29	24	37·5	8·3	6	—	—

Under a MASTER.

Stratton-on-the-Fosse -	335	59	52	111	50	46	67·3	32·6	3	0·0	17·3

Of the schools under provisionally certificated teachers in 1864–5, only one, Stratton-on-the-Fosse, appears on the list this year. Flax Bourton, Kenn, and Rodney Stoke, are now under unqualified mistresses, South Stoke and Locking are taught by certificated mistresses, and at Berrow and Highbridge the ex-pupil-teachers have successfully passed the certificate examination. At Biddisham, Churchill, and East Horrington certificated teachers have been changed for mistresses holding a provisional certificate. Coleford and Dunkerton are new schools. At Churchill and East Horrington there is a slight improvement, at Biddisham and Stratton the per-centage of passes has a good deal fallen off.

Remarks on preceding tables.

The preceding tables may be of use to the managers of schools and to persons interested in the progress of education

in the county. A comparison between the first column and the second will in most cases show the proportion of the population to the number in attendance at church schools. In towns, however, the limits of the parish are so little regarded that a correct estimate can scarcely be made. The causes of the great differences between the ratios of the number on the books to the population deserve grave consideration. A table showing the approximate number of the children not attending any school at all would be very important. From the appearance of the streets in school hours I am afraid there must be many such children in the Somersetshire parts of Bristol. From the second and third columns an estimate may be made of the attendance of the children on the books. The ratios between the numbers in these two columns will be seen to be widely different. In some few schools a large proportion, in most little more than a moiety, in others but a comparatively small fraction of the scholars qualify themselves for examination by an attendance of 100 days. In only eight schools did the per-centage of these children to the number on the books equal or exceed 90. Large numbers of children pass through our schools without remaining a sufficient time to receive the most elementary education, and this is the more striking when we take into account the number of children who attend at all during the year. In the Bedminster St. Luke's schools for instance, while the number on the books at the time of inspection was 432, the number who had been present at all during the previous 12 months was 925. Whatever be the causes which thus keep in ignorance so many of our juvenile population, even when good schools are provided for them, they well deserve the attention of the legislature. I have added in my present report a column of the qualified scholars as well as of those examined, because I wish to call the attention of managers of schools to the numbers who though qualified are not presented. Unless under very exceptional circumstances the efficiency of a school is a good deal determined by the number of qualified scholars it presents for successful examination. By making a selection of the most forward children only any school may occupy a very undue position in a class list determined by the per-centage of passes, and I am sorry to say that some such schools appear in the preceding tables. As a rule it is better that all the qualified scholars should be presented, and it is doubtless to attain this result that the regulation in the new Minute has been made, that the number of passes in reading, writing, and arithmetic must exceed 200 per cent. of the annual average number of children in attendance who are over six years of age. Since an expression of my wish on the subject I am

Number on books.

Of those who attend at all.

Qualified scholars not presented.

glad to state that many teachers have determined to present all their qualified pupils.

Number who passed completely.

No child has made really satisfactory progress who has not after due preparation passed in all the three subjects of reading, writing, and arithmetic. That column is therefore of great importance which gives the per-centage of those who have so passed. But I am sorry to observe that in almost every case this is less, and in some instances very considerably less, than the general per-centage, showing how much remains to be done in most of our schools. The next column gives the number of those who failed entirely. This number was in infant schools 3, boys' schools 36, girls' schools 35, mixed schools under a master 67, under a mistress 55, under provisionally certificated teachers 7, making a total of 203. This number makes a larger per-centage than it formed two years ago, probably because a larger proportion of qualified scholars was presented. The two last columns give an exact answer to the important question whether, on the whole, the schools in this district have improved or deteriorated. Of 31 boys' schools 20 show an increase and 11 a decrease in the per-centage of passes; in 19 girls' schools the per-centage has increased, in 11 has decreased; 16 infant schools show an increase, 6 only a decrease; in 29 mixed schools under a master the per-centage has improved, in 18 has fallen off; whereas only in 12 mixed schools under a mistress has the per-centage improved, but in 17 has deteriorated. Subtracting from the schools with a decreased per-centage, 14 cases in which the decrease is only nominal, I find that 96 schools show a decided improvement, 14 remain practically as efficient as before, and 46 have more or less deteriorated. The infant schools exhibit the greatest improvement, the mixed schools under a mistress the greatest deterioration, which is in some cases attributable to changes of teachers.

Who failed completely.

Improvement in the mass of schools.

General per-centages in ditto.

The total number of children presented for examination was 7,735, of whom 4,392 were in boys' or mixed schools under a master, 2,774 in girls' or mixed schools under a mistress, and 569 in infant schools. Of these, 7,041 or 91 per cent. passed in reading, 6,335 or 81 per cent. in writing, and only 5,437 or 70·2 per cent. in arithmetic. The general per-centage of passes was 81·0. Compared with the results in the whole county in 1864–65 there is an improvement in the general per-centage of 1·2, in reading of 2·8, in writing of 2·8, but a falling off in arithmetic of 0·9 per cent.

NIGHT SCHOOLS.

Schools.	On Books. Male.	On Books. Female.	On Books. Total.	Qualified.	Examined.	Per-centage of Passes.	Per-centage of those who passed in all three Subjects.	Failed in all three Subjects.	Increase in Per-centage over Examination 1864-5.	Decrease.
Twerton	38	31	69	50	35	99·0	97·1	0	4·9	0·0
Castle Carey	28	0	28	19	15	95·5	86·6	0	28·9	0·0
Mells	18	0	18	11	11	93·9	81·8	0	36·8	0·0
Over Stowey	19	0	19	—	17	92·1	76·4	0	—	—
Bishopsworth	21	0	21	10	8	91·6	87·5	0	—	—
Timsbury	27	0	27	25	25	90·6	80·0	1	7·3	0·0
Batheaston	42	0	42	17	16	89·5	81·2	0	—	—
Bath, Trinity	—	—	—	40	33	88·8	69·6	0	—	—
Compton Pauncefoot	18	11	29	16	15	88·8	69·6	0	—	—
Marston Bigot	12	0	12	12	12	86·4	66·6	0	13·1	0·0
Leigh-on-Mendip	27	0	27	11	11	83·3	50·0	0	—	—
Stratton-on-the-Fosse	5	0	5	4	4	83·3	50·0	0	—	—
Brendon Hill	21	0	21	18	16	81·2	50·0	0	—	—
North Petherton	—	—	56	32	28	76·1	64·2	4	22·3	0·0
Bristol, St. Mary Redcliff	89	0	89	65	22	74·2	45·4	1	0·0	6·6
Cannington	34	0	34	18	17	80·3	52·9	0	6·3	0·0
Wellow	18	0	18	11	11	75·7	45·4	0	—	—
Midsomer Norton	29	0	29	29	14	76·1	50·0	0	—	—
Banwell	12	0	12	12	7	76·1	28·5	0	—	—
Clevedon	38	0	38	26	21	73·0	23·8	0	0·3	0·0
Nether Stowey	19	23	42	41	27	71·6	44·4	3	—	—
Wells, Central	20	0	20	14	14	71·4	35·7	0	—	—
Spaxton	31	0	31	12	10	70·0	40·0	0	—	—
Stoke Lane	19	0	19	10	9	59·2	22·2	1	—	—

Night schools, increase of.

I am glad to be able to report a considerable increase in the number of night schools in receipt of Government grants. The number in my present district, which was 11 in the year ending August 31, 1865 has increased to 24 in the year ending August 31, 1866. This increase is mainly owing to the articles in the Code which enable the managers themselves to conduct the examination at night, and at the season of the year when the schools are best attended. An exact examination at the end of the year seems also to have improved the schools themselves, as all of them but one show a larger, and some a very much larger, per-centage of passes.

SCHOOLS under UNCERTIFICATED MASTERS.

School.	Population.	On Books. Boys.	On Books. Girls.	On Books. Total.	Qualified.	Examined.	Per-centage of Passes.	Per-centage of those who passed in all three Subjects.	Failed.	Increase in Per-centage over last Examination.	Decrease.
Yatton, Mixed	1,445	47	42	89	—	58	88·5	70·0	1	—	—
Timberscombe, Mixed	434	33	32	65	—	25	82·6	68·0	2	—	—
Combe Down, Mixed	940	31	16	47	—	30	74·4	40·0	0	—	—
Wraxall, Boys	912	45	0	45	34	32	69·7	31·2	1	0·0	24·9
Norton St. Philip, Mixed.	672	25	26	51	—	46	48·5	19·5	7	0·0	41·6
Clutton, Mixed	1,149	22	33	55	18	16	47·9	6·2	3	0·0	20·1
Nailsea, Mixed	1,323	57	64	121	—	32	46·8	3·1	0	—	—
Bridgwater, St. John's, Boys.	4,792	101	0	101	—	35	39·0	2·8	6	—	—
Downside, Mixed	697	32	28	60	—	37	36·9	8·1	5	—	—
Witham, Mixed	576	30	23	53	—	6	33·3	16·6	3	—	—

Under UNCERTIFICATED MISTRESSES.

School.	Population.	On Book.			Qualified.	Examined.	Per-centage of Passes.	Per-centage of those who passed in all three Subjects.	Failed.	Increase in Per-centage over last Examination.	Decrease.
		Boys.	Girls.	Total.							
Combe Down, Infant	940	21	33	54	—	8	75·0	50·0	0	—	—
Bath, Rush Hill, Mixed.	—	45	46	91	29	23	72·4	43·4	1	—	—
Claverton, Mixed	213	10	13	23	—	16	62·5	12·6	0	0·0	7·3
Rodney Stoke, Mixed	323	9	10	19	—	10	60·0	20·0	0	0·0	32·1
Nailsea, Christ Ch., Mixed.	955	45	61	106	—	34	48·0	11·7	13	—	—
Langridge, Mixed	102	10	16	26	—	16	43·7	0·0	3	—	—
Bridgwater, St. John's, Girls.	4,792	20	85	105	—	20	36·6	5·0	4	—	—
Corston, Mixed	472	22	30	52	—	28	29·7	7·1	10	—	—
Queen Charlton, Mixed.	141	—	—	—	—	18	—	—	—	—	—
Frome, Christ Ch.	—	—	—	—	—	27	12·3	—	—	—	—

Schools under unqualified teachers, difficulty this year of comparing with aided schools.

It would have been interesting to exactly compare the results of examination obtained in schools under qualified and unqualified teachers. But I am unable to do so this year in consequence of the very imperfect returns furnished by the latter schools. Managers were not in many cases aware that when the building grant was made the applicants signed a certificate in which they undertook that such periodical returns should be made respecting the state of the school as the Committee of Council might require. Several of the teachers were also ignorant of the standards of the new Code. It would be very desirable that the notices of examination to schools visited for simple inspection only should contain a reminder of the obligation to fill up the forms of report and also a copy of Article 48. The children examined were in some cases not all qualified, and had often to be roughly grouped by myself on the day of inspection.

Oral examination, method of.

In oral examination I still pursue the plan indicated in my last report of not only questioning individually but also noting on a prepared form whether or not the question has been answered by the child to whom it is addressed. This method I find especially useful in examining scholars after a probationary lesson, and in the higher subjects under the new Minute. It also enables me to state results in figures and so to compare one school with another in religious knowledge and other subjects generally taught orally. The class lists given on page 17 are founded on the examination of all the qualified children over six who were present in the Bible and catechism, and of the number given in geography, grammar, and history. Some allowance must be made, especially at first, for shyness and timidity, but the method pursued tests,

in the case of every scholar, that facility for reproducing knowledge for which many of the children in our best elementary schools are remarkable. The noted results indicate the quantity rather than the quality of the instruction; but the great difficulty of the teacher is to diffuse what is taught throughout all the members of his class. The following form is an exact copy of one of my marked schedules, the dots indicating that the questions put have been answered:— Specimen of examination form.

CLASS I.

No.	Christian Name and Surname in full.	Age. Years.	Age. Months.	No. of attendances during the past year.	Date of Admission. Year.	Date of Admission. Month.	Standard.	Holy Scripture.	Catechism.	Geography.	History.
98	Henry Pike -	9	8	340	61	9	IV.	··	·	··	··
99	William Shephard - -	14	1	402	65	11	„	··	·	·○	·○
100	Richard Brooks	11	2	356	60	9	„	··	·	○○	○○
101	Albert Branch -	10	7	336	61	10	„	··	·	··	○○
102	Thomas Alloway	11	2	415	64	6	„	·○	○	○·	○·
103	Charles Porter -	12	6	405.	62	1	V.	○○	·	○·	··
104	William Tanner	10	4	440	62	8	„	··	·	·○	··
105	George Calloway	12	0	425	61	2	„	··	·	··	··
106	Harry Butler -	11	4	402	62	12	VI.	··	·	··	··
107	Harry Robert Davis -	9	10	382	65	3	„	··	·	··	··

Religious teaching in most schools consists of instruction in the narrative of the historical parts of the Bible and in the text, and to a certain extent in the meaning of the Church catechism; and when we consider practically how little time and attention are actually given in our upper schools to religious teaching, it will probably be found that the children in elementary schools during their short school life are taught more and know more of the Bible than scholars of the same age in the higher ranks of society. An acquaintance with the history of the Bible, especially with the life and actions of our Lord, and such a knowledge of the words of the practical parts of the catechism as will probably be never entirely effaced from the memory, cannot but be of the greatest practical value to the working population. But what one too often desiderates in surveying the work of a school is more instruction in the moral and spiritual teaching of Scripture, and in the plain and obvious lessons to be learnt from each event or character. A short practical Religious teaching, character of. Should be more moral and practical.

commentary on those parts of the Bible usually taught in schools, and specially drawn up as a manual for teachers, would be of great service. One cannot but think also that impressive lessons with illustrative examples might be given on the graces and virtues of a Christian character such as faith, patience, charity, truth, honesty, and temperance. For little children, Scripture prints might be much more used. For this purpose we want continuous sets of pictures presenting a good many objects and clear and large enough to be seen by a whole class. Practical texts, hymns, and short prayers are taught to the children, but should always be known individually as they may thus only be of inestimable service in guiding and supporting the young spirit on its early journey in life. The common faults of religious teaching are that it is not well graduated, the questions put to the lower classes being too difficult and those given to the upper classes too easy, or the same set of questions being put to all the classes, or that it consists of a set of cut and dried questions which are sometimes soon exhausted. Such questions do not call out the intelligence of the children, and the answers to them may be learnt without being understood. Care should be taken to give questions on various and if possible new points of the same narrative or lesson, to vary the form in which the same questions are put, and to encourage the scholars to answer in their own words. I sometimes find teachers exacting the precise answers to which they are accustomed and not satisfied with an intelligent and sufficient reply.

Common faults of questioning in.

I am glad to report that already a great encouragement has been given by the new Minute to the teaching of what are called the higher subjects. The introduction of lessons on geography, grammar, and history will, I am convinced, not only add a good deal of useful information, but tend to open the minds of the children and make them more ready and intelligent in elementary subjects.

Higher subjects, teaching of, extended by new Minute.

SCHOOLS arranged according to the PER-CENTAGE of ANSWERS to QUESTIONS on HOLY SCRIPTURE and CATECHISM.

School.	Per-centage of Answers.	School.	Per-centage of Answers.
Timsbury, Infants - -	94·8	Brislington, Infants - -	86·9
Bathwick, Boys - -	94·4	Chantry, Mixed - -	88·7
Walcot, St. Swithin's, Infants	91·7	Bathwick, Girls - -	85·1
Bath, Trinity, Infants -	90·9	Bath, Trinity, Boys - -	84·9
Weston, Bath, Infants -	90·9	Spaxton, Mixed - -	84·6
Weston-super-Mare, Infants	88·4	East Walcot, Mixed - -	83·6
Wraxall, Girls - -	88·2	Nether Stowey, Mixed -	83·4
Walcot, St. Swithin's, Girls -	88·0	Mells, Boys - - -	82·1
Widcombe, Girls and Infants	87·0	Stogumber, Mixed - -	82·1

School.	Per-centage of An-swers.	School.	Per-centage of An-swers.
Bristol, Temple Church, In-fants - - -	81·6	Shepton Mallet, Boys -	67·0
Twerton, Mixed - -	81·3	Butleigh, Mixed - -	66·8
Burrington, Mixed - -	79·5	Bridgwater, Dr. Morgan's, Boys - - -	66·7
Midsomer Norton, Boys -	79·2	Biddisham, Mixed - -	66·1
Widcombe, Girls - -	79·1	Lyncombe, Infants - -	65·8
Paulton, *Infants* - -	78·2	Dulverton, Infants - -	64·7
Cameley, Mixed - -	78·1	Stoke, St. Michael's, Mixed -	64·5
Weston, Bath, Boys -	77·7	Stogursey, Mixed - -	64·5
Batheaston, Boys - -	77·6	Frome, Selwood National, Boys - - -	64·5
Weston, Bath, Girls -	77·4	Clevedon, Girls - -	64·3
Bath, Weymouth House, Girls - - -	77·3	Dinder, Mixed - -	63·6
Bath, St. Saviour's, Girls -	77·1	Locking, Mixed - -	63·6
Pill, Boys - - -	77·1	Bedminster, Boys - -	63·4
Frome, Holy Trinity, Mixed	76·4	Compton Pauncefoot, Mixed	63·2
South Stoke, Mixed - -	76·3	Publow, Mixed - -	63·0
Dunkerton, Mixed - -	76·3	Batcombe, Mixed - -	62·6
Wrington, Boys - -	75·9	St. Mary, Redcliff, Infants -	62·5
Wookey, Girls - -	75·6	Bedminster, Girls - -	62·4
West Pennard, Upper School	75·6	Dulcote, Mixed - - -	62·3
Wells, Central Infants -	75·0	Leigh-on-Mendip, Mixed -	62·2
North Petherton, Mixed -	74·5	South Brent, Mixed - -	62·2
Pill, Girls - - -	74·4	Draycot, Mixed - -	61·6
St. Mary, Redcliff, Girls -	73·9	Weston-super-Mare, Ch. Ch., Mixed - - -	61·4
Clandown, Mixed - -	73·8	Bath, St. Saviour's, Boys -	61·1
Wookey, Boys - -	73·7	Over Stowey, Mixed -	60·8
Pill, Infants - -	73·7	Bath, Octagon, Girls -	60·7
Dulverton, Mixed -	73·3	Weston-super-Mare, Boys -	60·5
Churchill, Mixed - -	73·2	Farmborough, Mixed -	60·0
Wrington, Girls - -	72·9	Bath, Weymouth House, Boys - - -	59·9
Bruton, Mixed - -	72·4	Wootton, Courtney, Mixed -	59·8
Chew Magna, Mixed -	72·4	Dunster, Mixed - -	59·6
Cannington, Mixed - -	72·3	Glastonbury, Girls - -	58·7
Mells, Girls - -	72·2	Bath, Beacon Hill, Mixed -	58·6
Walcot, St. Swithin's, Boys	72·0	Cranmore, Mixed - -	58·4
Widcombe, Boys - -	71·4	Nettlecombe, Mixed - -	58·1
Kilmersdon, Mixed - -	71·4	Brendon Hill, Mixed -	57·5
Brislington, Girls - -	71·2	Compton Dando, Mixed -	57·1
Bathampton, Mixed - -	71·2	Radstock, Mixed - -	57·0
Bath, St. Michael's, Girls -	71·1	Evercreech, Girls - -	56·7
Lyncombe, Girls - -	70·9	Frome, Selwood, Girls -	56·7
Wellow, Mixed - -	70·9	Shepton Mallet, Infants -	56·2
Weston-Super-Mare, Girls -	70·8	Bridgwater, West St., Boys -	56·0
Keynsham, Infants - -	70·8	East Horrington, Mixed -	55·7
Bath, St. James's, Infants -	70·7	Wells, Central, Boys -	54·9
Bath, Trinity, Girls -	70·5	Chewton Mendip, Mixed -	54·5
Meare, Mixed - -	70·5	Stowey, Mixed - -	54·5
West Pennard, Lower School	70·4	Catcott, Mixed - -	54·1
Batheaston, Girls - -	70·3	Beckington, Mixed - -	53·5
Clevedon, Boys - -	69·4	Berrow, Mixed - -	53·4
Bridgwater Ch. of E., Infants	69·4	Lyncombe, Boys - -	52·7
Evercreech, Boys - -	69·1	Congresbury, Mixed -	52·6
Templecombe, Mixed -	69·1	Brislington, Boys - -	52·5
Midsomer Norton, Infants -	69·0		
Poyntington, Mixed - -	68·5		

School.	Per-centage of Answers.	School.	Per-centage of Answers.
Shipham, Mixed	52·3	St. Mary, Redcliff, Boys	47·0
Bath, St. Michael's, Boys	52·1	Bedminster, St. Luke's, Infants	47·0
Highbridge, Mixed	51·9	Berkley, Mixed	46·4
Wells, Central, Girls	51·4	Lullsgate, Mixed	46·0
Hutton, Mixed	51·2	Shepton Mallet, Girls	45·9
Buckland Denham, Mixed	50·9	Old Cleeve, Mixed	45·6
East Harptree, Mixed	50·6	Bedminster, St. Luke's, Girls	45·4
Kilmington, Mixed	50·4	Stratton-on-the-Fosse, Mixed	44·6
Banwell, Mixed	50·2	Westbury, Mixed	43·6
Bridgwater, Girls	50·2	Burnham, Mixed	43·2
Backwell, Mixed	49·4	Mark, Mixed	42·7
Castle Carey, Mixed	49·1	Worle, Mixed	42·4
Bishopsworth, Mixed	49·0	Camerton, Mixed	41·3
Timsbury, Mixed	48·8	Colston, Temple Church, Boys	39·4
Coleford, Mixed	48·8	Paulton, Mixed	34·4
Long Ashton, Girls	48·6	Marston Bigot, Mixed	33·8
Temple Colston, Girls	48·6	Huntspill, Mixed	30·3
Bedminster, St. Luke's, Boys	48·4	Keynsham, National, Mixed	29·1
Baltonsborough, Mixed	48·3	Bridgwater, West St., Girls	26·8
Portishead, Mixed	47·8	High Littleton, Mixed	23·0
Wincanton, Mixed	47·2		
Long Ashton, Boys	47·1		

GEOGRAPHY.

School.	Number examined.	Per-centage of Answers.	School.	Number examined.	Per-centage of Answers.
Bathwick, Boys	25	100·0	Bruton, Mixed	13	58·8
Bedminster, St. Luke's, Boys	12	100·0	Stogursey, Mixed	48	58·3
Bath, St. Michael's, Boys	14	94·1	Bath, Beacon Hill, Mixed	20	56·6
Weston, Bath, Boys	15	93·3	Bath, St. Saviour's, Boys	27	55·5
Walcot, St. Swithin, Girls	22	90·9	Cranmore, Mixed	9	55·5
Twerton, Mixed	16	89·7	Nettlecombe, Mixed	9	55·0
St. Mary Redcliff, Girls	19	89·4	Bath, Weymouth House, Boys.	21	54·5
Widcombe, Girls	17	88·2			
West Pennard, Upper Sch.	22	88·2	Spaxton, Mixed	15	52·3
Nether Stowey, Mixed	8	87·5	Burnham, Mixed	7	52·3
Glastonbury, Boys	14	85·5	Wrington, Boys	18	51·8
Cannington, Mixed	36	85·1	Evercreech, Boys	31	51·5
Cameley, Mixed	30	81·0	Radstock, Mixed	28	50·0
Bath, St. Saviour's, Girls	11	78·1	Evercreech, Girls	22	50·0
Mells, Boys	30	75·0	St. Mary Redcliff, Boys	19	50·0
Marston Bigot, Mixed	17	75·0	Over Stowey, Mixed	15	50·0
Batheaston, Boys	10	75·0	Stowey, Mixed	15	50·0
Bedminster, National, Boys	18	72·2	Long Ashton, Boys	13	50·0
Huntspill, Mixed	17	72·2	Bridgwater, Dr. Morgan's, Boys.	41	48·1
Leigh-on-Mendip, Mixed	14	71·4			
Bath, Trinity, Boys	20	70·0	Batheaston, Girls	7	47·6
Frome, National, Boys	12	69·4	Wookey, Girls	13	46·9
Widcombe, Boys	22	67·7	Wrington, Girls	19	46·6
Catcott, Mixed	12	66·6	Chew Magna, Mixed	15	46·6
Brislington, Boys	5	66·6	Weston-super-Mare, Girls	24	45·8
Frome, National, Girls	8	65·0	Wookey, Boys	11	45·4
Clandown, Mixed	12	63·8	Walcot, St. Swithin's, Boys	34	44·4
Burrington, Mixed	22	63·2	Lyncombe, Girls	9	44·4
Mells, Girls	13	62·5	Wootton Courtney, Mixed	8	43·7
Clevedon Girls	10	62·5	Buckland Denham, Mixed	18	42·8
Bishopsworth, Mixed	14	60·7	Castle Carey, Mixed	11	42·8
Bath, Weymouth House, Girls.	19	60·5	Portishead, Mixed	23	42·4
			Clevedon, Boys	18	42·1

School.	Number examined.	Per-centage of Answers.	School.	Number examined.	Per-centage of Answers.
Kilmersdon, Mixed - -	4	40·0	Paulton, Mixed - - -	27	15·3
Dinder, Mixed - - -	5	36·3	Butleigh, Mixed - - -	28	44·0
Weston-super-Mare, Boys -	16	36·1	St. Mary Redcliff, Boys -	19	42·1
Wells, Central, Boys - -	16	34·3	Marston Bigot, Mixed -	17	41·1
Batcombe, Mixed - -	8	33·3	Weston-super-Mare, Boys -	31	40·4
Butleigh, Mixed - - -	28	32·0	Bridgwater, Dr. Morgan's, Boys.	41	40·0
Lyncombe, Boys - - -	21	27·5	Lyncombe, Girls - -	10	20·0
Mark, Mixed - - -	22	23·4			

Grammar.

Nether Stowey, Mixed -	8	93·7	Huntspill, Mixed - -	8	75·0
West Pennard, Upper Sch.	22	93·1	Evercreech, Boys - -	28	73·8
Leigh-on-Mendip, Mixed -	7	92·8	Bedminster, National, Boys	18	72·2
Cannington, Mixed - -	36	88·8	Over Stowey, Mixed - -	15	66·6
Walcot, St. Swithin's, Girls	32	84·3	Catcott, Mixed - - -	12	61·5
Mells, Boys - - - -	16	84·3	South Stoke, Mixed - -	14	60·0
Bath, Weymouth House, Girls.	19	81·5	Brislington, Boys - -	5	60·0
			Evercreeh, Boys - - -	25	59·5
Stogursey, Mixed - -	30	79·3	Weston-super-Mare, Girls -	21	56·2
St. Mary Redcliff, Girls -	19	78·9	Mells, Girls - - - -	13	53·8
Evercreech, Girls - -	22	78·1	Timsbury, Mixed - -	10	50·0
Spaxton, Mixed - - -	10	76·6			

History.

Walcot, St. Swithin's, Girls	32	95·4	Mells, Boys - - - -	16	71·8
Cannington, Mixed - -	20	81·5	Bath, St. Saviour's, Boys -	13	62·5
South Stoke, Mixed - -	14	76·6	Over Stowey, Mixed - -	15	60·0
West Pennard, Upper Sch.	12	75·0	Bishopsworth, Mixed -	11	52·9
Twerton, Mixed - - -	7	75·0	Walcot, St. Swithin's, Boys	34	50·0
Nether Stowey, Mixed -	8	74·3	St. Mary Redcliffe, Boys -	19	47·3
Bath, Trinity, Boys - -	20	73·3	Weston-super-Mare, Boys -	31	46·8
Weston, Bath, Boys - -	15	73·3	Brislington, Boys - -	5	46·6
Evercreech, Girls - -	8	72·5	Huntspill, Mixed - -	8	43·7

I have the honour to be, &c.

H. B. Barry.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. B. J. Binns, M.A., *on the* Church of England Schools *inspected by him in* South Wales.

My Lords, Swansea, December, 1867.

I have the honour to present my third report upon the state of education in connexion with the Church of England throughout the six counties of South Wales. The number of schools requiring to be inspected on account of annual grants has increased to such an extent that they can be no longer examined by one inspector, and a division of the district has at length become necessary. Through your Lordships' kindness, therefore, a new inspector for Central Wales, the Rev. S. Pryce, has been appointed this year, who will relieve me in future of the counties of Cardigan, Pembroke, and Radnor, together with the greater part of those of Brecon and Carmarthen. My district accordingly will henceforward comprise the remaining portions of the two last-named counties, together with Glamorganshire, Monmouthshire, and the Forest of Dean in Gloucestershire. Mr. Pryce assisted me during the months of May and July last, and with his aid I was enabled this year, besides visiting a few simple inspection schools, to complete the inspection of all the annual grant cases within the prescribed period, and also to include certain schools in Gloucestershire, which had fallen somewhat into arrear.

Official changes

The general characteristics of the work of education in this district have been marked of late years by an amount of zeal and progress that is at once gratifying and encourging. A more wide-spread interest in the well-being and improvement of the children of the poor is beginning to be felt, new schools are continually added to the list of those under inspection, certificated teachers are more eagerly sought for, and more generally employed, the schools are better filled, the number of scholars is largely increasing, and above all, the extent and character of the instruction which is given exhibits a decided improvement, so that results are now not uncommonly met with, which in former years it would have been deemed well nigh hopeless to expect. These improvements, I do not hesitate to say, are due mainly to the stimulus given by the Revised Code, the good effects of which are now pretty extensively understood, and the additional zeal and more systematic efforts, which it has called forth on behalf of education, are more clearly recognized. It shall be my first object in the following report to confirm, as far as I am able, these statements. I shall then offer some remarks upon the principal subjects of instruction, and upon the hindrances

Progress of education.

Due mainly to the Revised Code.

which at present exist in the way of the further progress of education, concluding with a few practical suggestions to school managers.

The following table contains a list of the number of schools, &c. in each county inspected during the official year ending August 31st, 1867:— Statistics of schools.

Counties.	Schools.	Departments.	Certificated Teachers.	Assistant Teachers.	Pupil Teachers.	Candidates.	Scholars present.
Brecon -	21	24	20	1	8	3	1,724
Cardigan -	17	19	18	—	5	2	1,783
Carmarthen -	34	37	34	2	18	11	3,463
Glamorgan -	62	96	92	16	53	58	11,179
Pembroke -	29	32	29	—	24	11	2,655
Radnor -	7	9	9	—	—	1	501
Total -	170	217	202	19	108	86	21,305

A comparison of this table with a similar one in my last report will show that the following increase has taken place in the last two years:—

Schools.	Departments.	Certificated Teachers.	Candidates for Apprenticeship.	Scholars present.
18	26	22	30	2,998

The only decrease which is observable is in the number of pupil-teachers; these in 1865 were 144; the number this year is 36 less. The withdrawal of so much teaching power from the various schools of the district is a serious loss, and one that cannot fail for a time at least of retarding the progress of instruction.

Of the scholars in attendance 8,373 were stated by the managers to be under seven years of age, and 2,649 over 12, 7,688 have been in school for less than one year, and only 2,836 for four years and upwards. The total income as returned in the case of 143 schools amounts to 19,724*l.* 3*s.* 10*d.*, of which 5,160*l.* 3*s.* 10*d.* was derived from voluntary contributions, 6,039*l.* 12*s.* 4*d.* from school pence, and 6483*l.* 7*s.* 2*d.* from government grants, leaving only 2041*l.* 0*s.* 6*d.* as supplied by endowments and other sources.

One school, Cwmdwr, is temporarily closed from the want of a teacher, and two others, viz., Lampeter Velfrey and Llanllwch have lapsed into cases for simple inspection. To balance these losses two others, viz., Llanelly, Breconshire, and Llangwyryfon, have recently become entitled to annual grants, and the following 20 schools, all of which with two exceptions are under certificated teachers, have been added

to the list of those under inspection since the publication of my former report, viz.:—

1. Llangorse, Breconshire.
2. Llanbadarnfawr, Cardiganshire.
3. Llanwenog, ditto.
4. Capel Cynfab, Carmarthenshire.
5. Gorselâs, ditto.
6. Llandefeilog, ditto.
7. Llanelly, ditto.
8. Llangeler, ditto.
9. Llanfihangel uwch Gwili, ditto.
10. Penboyr, Carmarthenshire.
11. Abercanaid, Glamorganshire.
12. Cwmysgwyddgwyn, ditto.
13. Gelligaer, Newtown, ditto.
14. Black Pill, ditto.
15. Llanrhian, Pembrokeshire.
16. Mathry, ditto.
17. Prendergast, ditto.
18. Pwllcrochan, ditto.
19. Heyop, Radnorshire.
20. Howey Village, ditto.

The schools at Llangharne, Llantrissant, Narberth, and St. John's Brecon, are at present being rebuilt on a more adequate scale, and on improved sites. A new boys' school of appropriate size has recently been erected at St. David's, Merthyr Tydvil, and two spacious and handsome schoolrooms have been substituted by the English Copper Company for the existing ones at Cwmavon and at Oakwood. New schools are also in progress of erection at Cilycwm and Llangunnor in Carmarthenshire, at St. John's, Cardiff, Llanishen, and Pentyrch in Glamorganshire, and at Newbridge-on-Wye in Radnorshire. Besides these, increased accommodation has been provided in a few instances either by some enlargement of the principal school-room, or by the erection of class-rooms. In addition to the grants voted by your Lordships for these objects, aid has also been received from the Archidiaconal Boards of Education at Brecon, Carmarthen, and Llandaff. The initiative, however, in most cases is due to the zeal and energy of the clergy, to whose intelligent and well-directed efforts on behalf of public education the country is largely indebted, and which are the more commendable, if the inadequate support they receive, and the limited resources at their disposal, be taken into account.

Night schools.

The increase in the number of night schools has been fairly proportionate to that which has taken place in other districts. During the past year 21 of these, containing 759 scholars, have been examined, and have received aid from your Lordships' grants. A few slight losses occurred in cases where the examinations were conducted by the managers, either through technical omissions, or non-compliance with official instructions, which further experience will no doubt rectify. In most instances the results were very successful, and the addition to the funds of the school was not inconsiderable. At Neath, as many as 76 males and 33 females were examined; at Pentrebach, 121 males and 12 females, and at St. David's, Merthyr Tydvil, 72 males and 42 females. The fact of these evening schools being so numerously attended is an evidence that education is becoming more generally appreci-

ated, and an encouragement to extend such useful institutions more widely throughout the country.

The following table will show the results of the examinations under the Revised Code in the various day schools of the district during the past year:— Examinations under the Revised Code.

Number presented for Examination.	Infants under 6.	Passes on Examination.			
		Reading.	Writing.	Arithmetic.	Total.
9,922	2,969	8,764	8,473	5,785	23,022

Compared with the results in 1865, this table exhibits a slight decrease of 13 in the number of scholars presented for examination, and an increase of 650 in that of the infants under six, who had completed the requisite number of attendances within the year. The scholars in the first two columns of this table are 60·5 per cent. of the number in actual attendance on the days of inspection, and the total of the passes is 77·3 per cent. of what it would have been, provided no failures whatever had taken place. An improvement is observable in the results this time as regard reading and writing, but it is with regret that I have to report a very considerable falling off in the number of passes in arithmetic, for which I shall endeavour presently to account.

I now give a list of the schools which have been on the whole the most successful during the past year:— Most successful schools

Name.	Scholars present.	Scholars examined.	Number of Passes.	Per-centage.
Llanfihangel uwch Gwili -	66	35	101	96·1
St. Fagan's Castle - -	95	53	150	94·3
Swansea, National, boys' -	297	232	656	94·2
Llandaff, boys' - - -	90	57	161	94·1
Trap, Llandilo - - -	56	38	107	93·8
Whitchurch - - -	77	38	105	92·1
Aberdare, boys' - -	122	74	205	91·8
Laugharne - - -	121	56	153	91·
Swansea, Parochial, boys' -	150	117	316	90·
Bryncoch - - - -	84	50	134	89·3
Uzmaston - - -	62	34	91	89·2
Cosheston* - - -	88	73	194	89·

To institute a comparison between one school and another is always a difficult and an invidious task, and the position of the schools on the foregoing table should not be taken as an exact estimate of their relative merits for the following not necessarily the best.

* One school is omitted from the above list for non-observance of Supplementary Rule 9.

reasons:—(1.) Some schools present larger numbers in proportion to their average attendance than others; the percentage of passes in such cases will necessarily be lower. (2.) The proportion of scholars in the higher Standards varies considerably in different schools. Thus while the first school on the list did not present any above Standard IV., not having been examined with a view to grants before, the third had 19 in Standard V. and 11 in Standard VI. (3.) The manner in which the examinations are passed differs materially, and yet meets with no recognition in a table which deals merely with numerical results. (4.) No allowance is made for the peculiar circumstances of the school, the regularity of the attendance, the assistance and resources at the disposal of the master or mistress, the ages, condition, and aptitude of the scholars, or the relative degree in which the English and Welsh languages prevail in the locality. It is necessary, I conceive, to take each of these points into consideration before a just estimate can be formed as to the superiority of one school above another.

Schools in Welsh districts which have passed well.

The following schools are deserving of notice, as they are situated in places where the Welsh language almost exclusively prevails, and as they exhibit under the circumstances creditable results:—

Name.	Scholars present.	Number examined.	Number of Passes.	Per-centage.
*Llancynfelin - - -	119	84	224	88·8
*Llangwyryfon - - -	32	23	61	88·4
Llangeler - - -	116	69	178	86·
*Llandyssil - - -	59	50	128	85·3
Penydarren - - -	121	54	138	85·1
Llangendeirne - - -	108	59	150	84·7
Oakwood - - -	208	97	245	84·2

Beneficial effects of the Revised Code—1. Upon managers:

The beneficial effects of the Revised Code continue to be observed in many ways. (1.) In the greater care and attention bestowed by the managers of schools, both in the way of direct superintendence, and in their efforts to bring about a larger and more regular attendance of scholars. The rector of a populous parish in this district, who has large and important schools under his care, wrote publicly as follows:—

"The wounds probed two years ago by the Revised Code "have been of the utmost service. There is a vast difference "between 263*l.* this year and 80*l.* then. The truth was, "the Old Code made us all indifferent teachers as well as "managers. We knew that we should get our money, and "there it was; in a large parish like this many things must

* Thus marked were examined by the Rev. S. Pryce.

" be done, and we neglected that which we believed would " come just the same whether we attended to it or not. This " is human nature. But the Revised Code is a different " thing. The school must be looked after as well as the " sermon. I never miss a day now in going to one or other " of the schools."* (2.) Equally beneficial have been its effects upon the teachers in stimulating and encouraging them to greater zeal and earnestness in their duties. Each division of the school now receives an equal share of their attention, correct classification of the scholars according to their attainments is becoming more general, the progress of each child is noted, periodical examinations are held, and the results are frequently compared, by which means weak points are detected, and a degree of life and vigour is infused into the entire work of instruction such as was never thought of in former years. Whatever uncertainty may attach itself to numerical results in the case of different schools, they are nevertheless highly useful in recording the progress made from time to time by the children of the same school, especially now that it is a matter of importance to have the attainments of each individual scholar clearly ascertained. (3.) Nor has the influence of the Code upon the scholars themselves been less remarkable. Since its introduction their attendance, owing to the vigilance which is exercised and the efforts that are made to secure greater regularity, has decidedly improved. In many schools the number eligible for examination increases from year to year, and although the difficulties in the way of country schools are by no means slight, still I find that with care and good management they are gradually lessening, and that complaints are becoming fewer. Notwithstanding the severe cold and heavy falls of snow in the early part of the present year, there were but two schools, whose attendance was seriously affected on the day of examination. Mere ordinary rain will seldom keep country children at home, and in some cases their attendance is even better in wet weather than in dry, because out-door occupations cannot then be so readily pursued. Teachers now make it a practice both to send after absentee scholars, and to call upon their parents, with a view to remove the evils arising out of irregularity, and to induce them to take a greater interest in their children's improvement. The effects of this increased care are beginning to manifest themselves. At the Swansea National Schools, of 670 scholars present at the last inspection, 533 were eligible for examination; of these latter 245 had attended 400 times and upwards within the year, and 103 out of this number were reported as having completed from 450 to 462 atten-

2. Upon teachers:

3. Upon scholars.

* From the " Cambrian," April 27, 1866.

dances, the last number being the amount of school half-days throughout the year. I mention this to show what can be effected by attention, earnestness, and judicious management, which I cannot but regard as the best antidotes to the evils arising out of the selfishness and apathy of the working population. The natural result of improved attendance in schools is to raise the character of the attainments, and in this respect also the Code has been productive of advantage. When it was first introduced, but few scholars were examined in any Standard higher than the fourth, whereas last year no less than 11·5 per cent. of those above six years of age were placed in Standards V. and VI. During the months of June and July last I examined the more advanced scholars of nearly every school in grammar or geography, with a special reference to the Minute of the 20th of February last; of these about 30 had previously passed in Standard VI., and their examination was conducted by means of written papers containing questions similar to what are proposed to candidates for apprenticeship, or pupil-teachers at the end of the first year. No fewer than 17 of these young persons were scholars of the Pembroke Dock National Schools, and their papers were alike creditable to them and to their teachers. I anticipate therefore the most favourable results from the introduction of this Minute, both in offering inducements to prolong the school attendance, and in giving encouragement to the teaching of subjects, which, although highly useful, were in danger of being neglected.

Attainments hereby raised.

The teachers, with whom I have been brought into contact, are as a body respectable, well conducted, and attentive to their duties. In many instances their efforts are impeded through defective accommodation, and want of sufficient apparatus and assistance. They have also to contend with the difficulties arising out of the existence of two languages, which often taxes severely their energies and resources. Still it is surprising how far these obstacles may be overcome by industry and perseverance, and how greatly the influence and usefulness of a teacher increase in proportion as he steadily pursues his task in the same school. I give as an instance of this the case of Mr. Roberts, of Oakwood, who has held the same situation for nearly 25 years, and whose efforts during that time have been eminently useful and successful. The number of assistant teachers is on the increase, especially in Glamorganshire, where on account of the greater size of the schools their services are more generally needed. The decrease in the number of pupil-teachers has been very considerable, and is owing both to the smallness of the stipend offered, and to the inducements held out to young persons of good character and ability to engage in other callings, which seem to be attended with more immediate

Teachers and pupil-teachers.

advantage. The large addition, which has taken place this year in the number of candidates, however, gives reason to hope that the office has not altogether lost its popularity, and that the deficiency may ere long be supplied. Of the pupil-teachers from the national schools in this district 12 males and 4 females obtained places on the admission list at Christmas 1865, and 13 males and 2 females at Christmas 1866. Six others completed their apprenticeship last year without seeking admission into normal schools, and 18 either left of their own accord, or were withdrawn by the managers of their schools for financial reasons. The increased aid afforded under the new Minute will, it is to be hoped, enable managers to offer more liberal terms in future, and thereby to substitute the regular and efficient help of a well trained pupil-teacher for the uncertain and unsatisfactory assistance of monitors. A large proportion of the schools in this district average from 60 to 90 scholars, and without pupil, or assistant teachers, it is next to impossible to conduct them with any degree of efficiency. Each class requires constant superintendence, and when young children are left to themselves for any length of time they not merely waste their time, but also acquire habits of listlessness and indolence. Mr. Pryce, in reporting upon the schools inspected by him in Cardiganshire, has commented strongly upon the unwise economy of managers in reducing too unsparingly their staff of teachers, and upon the injury thereby inflicted upon the progress of elementary instruction.

I now proceed to notice some of the more important subjects of instruction, together with a few of the causes which impede the progress of education in the district.

Religious instruction.

It is with peculiar satisfaction that I am able to report, in the greater number of schools I visit, an improvement in the character and extent of the religious instruction. Its importance is now more fully appreciated, and the attention of teachers is more frequently applied towards giving it a thoroughly practical bearing, and making it influence for the better both the feelings and conduct of their scholars. Much of the improved moral tone and quiet demeanour, now observable in the best schools, is due to the careful religious training, which the teachers regard as the most important part of their duty to carry out. The Scripture lessons, which I have heard lately, have been less declamatory and pretentious, but more serious and impressive, than formerly. They now frequently conclude with a short earnest address in language adapted to children, and conveying such practical advice relative to duty and conduct as would be given by a seriously minded Christian parent. Wherever the religious instruction of a school is directed and aided by the clergy, the answering is invariably more accurate, thoughtful,

and intelligent; and the error of substituting mere historical information for an acquaintance with the doctrines, the precepts, and the promises of Scripture, is avoided. Inexperienced teachers are apt to confine children's attention somewhat too exclusively to the history of the creation and the birth of our Lord, to the neglect of other portions of the sacred writings, which are equally instructive and appropriate. I therefore make it my business in such cases to inquire how much further the instruction in both the Old and the New Testament has extended, and to ascertain as fully as I am able what has been the nature and amount of scriptural knowledge imparted to the junior classes. In well regulated infant schools most of the scholars learn to repeat from memory a considerable number of hymns, parables, and select portions of Scripture, which shows that it is possible, even at an early age, to store the mind with religious truth, and thus to preoccupy the soil with good seed to the exclusion of noxious tares. I also endeavour to impress upon teachers the importance of seeing that the elder scholars are provided with Bibles and Testaments of their own, which they can read at home, and from which they can study the subject-matter of each day's lesson. In teaching the Church Catechism every consideration is shown towards the children of dissenting parents, and the portions, which would be inappropriate to them, are almost universally waived. Objections to its use are therefore rarely, if ever, made; its design as a simple compendium of Christian doctrine, and not a controversial manual, is now better understood, and no greater difficulty should be felt with regard to it than there would be against learning hymns by Church of England authors.

Secular subjects; methods of teaching.

The methods employed in giving instruction in other subjects of a secular nature are generally such as show forethought and skill on the part of teachers, combined with a conscientious endeavour to adapt them to the age and circumstances of their scholars. This is seen especially in the case of beginners, who now receive a greater proportion of the head teacher's time and attention than formerly, and whose progress is therefore more certain and rapid.

Reading.

In no subject perhaps is this improvement more conspicuous than in reading, which is now taught with greatly increased care and judgment. The teacher usually reads the passage aloud in the first instance, and the class is required to repeat it after him, at first simultaneously, and then individually, imitating as far as possible his pronunciation and expression. The spelling and meaning of difficult words receive attention, sentences are frequently analyzed, and peculiarities either in their structure or their language are elucidated and explained. In this way a familiarity with the English language is gradually acquired, even in Welsh speaking districts, which only

needs a longer continuance at school to render it sufficiently perfect for all practical purposes. From the attention that is now paid to reading and recitation in the training colleges further improvement may be anticipated. Teachers will be able to understand more fully the importance of good reading, to recognize its characteristics, and to present a more perfect example for imitation in their own performances, whereby the standard may be raised, and the style improved, in the case of their pupils.

Books, &c. often insufficient or ill-suited.

I have to express a wish that reading cards and books were more liberally provided in some of the schools under my inspection. An injudicious economy in this respect often leads to failures at examinations and disproportionate loss. Beginners are too often kept back owing to the want of an adequate supply of properly graduated sheet lessons for simultaneous reading before commencing the use of books. The reading book most usually employed in preparing children for examination in Standard I. is No. 1 of the new reading series by the Society for Promoting Christian Knowledge; while acknowledging its merits, I should be glad at the same time to see some of the other elementary works of the same society more frequently introduced, and that the test for passing should be the ability to read words of one syllable from *any* book which may be presented. In the higher standards I regret to find reading books in use containing matter ill suited from its fabulous and trivial character to the wants of those, to whom they are frequently the only means of acquiring useful knowledge; and I still further regret to observe a tendency among certain teachers to limit the attention of their scholars exclusively to one reading book each year, under the mistaken idea that they will thereby be better prepared for passing before the inspector, rather than seeking by an occasional variety to create an interest in their studies, and a desire for more extended information. The reading of poetry is also extremely beneficial, and as Welsh children commonly possess an ear for music, they are pleased with rhythm, and read poetry with greater ease and pleasure than prose. The ordinary reading books employed in the higher standards seldom contain a sufficient selection of poems, and a separate poetical reading book should be used in teaching the scholars of the Fifth Standard. I have noticed also that advanced scholars in Standard VI. are too frequently restricted to the reading books used in Standards IV. and V., so that when they come to be tested from a newspaper, or higher work from the teacher's library, they exhibit a painful want of adequate preparation, and the truth is then elicited that they have never been subjected to such an ordeal before. It is desirable that the clergy and managers should occasionally hear the various classes read

before them, and then give the teachers the benefit of their impartial criticism and advice.

Writing and dictation.

The improvement in slate writing, which is now observable throughout the district, may be attributed both to the early age at which it is commenced, and to the increasing care with which it is superintended. There is no reason why a slate and pencil should not be put into the hands of a child the first day he enters school, and it is well to remember that infants under six, whose names appear on the Examination Schedule, are now required to exhibit specimens of their writing, such as will show at least that a commencement has been made in the teaching of so important a subject. The use of ruled lines, and the necessity of keeping at first to large hand, are now better understood, and more generally acted upon. Attention is also paid to correct transcription as a means of improving the spelling, and dictation exercises undergo more frequent and careful revision. Although not more than four mistakes in each exercise are, as a rule, allowed to pass by my colleagues in England, yet, considering the extra labour of teaching what is almost a foreign language to many, I trust I am not incurring the charge of too great leniency by passing exercises, in which the mistakes are in proportion to the number of lines written as four to five. The paper work of the elder scholars may still be improved by further practice, and by attention to those details which are known to every teacher of competence and experience. The chief errors to be avoided are close and small writing, the imperfect formation of particular letters, and the practice of squeezing the exercise into too scanty a space. The papers sent up by the boys at Llandaff and Pembroke Dock National Schools must be considered as exceptions to these statements, and it is to be hoped that each succeeding year will witness an increasing number of equally neat and well written exercises.

Arithmetic.

I regret to find that the results in arithmetic last year have been less favourable than those of 1865. The number who then passed in this subject amounted to 6,731, or 67·7 per cent. of the scholars examined. Last year, however, only 5,785, or 58·3 per cent., have succeeded in passing. Without seeking to cast undue blame upon the teachers, I can assign two causes which may serve to account for so serious a falling off: (1.) Your Lordships' circular to Her Majesty's inspectors, dated February 1st, 1866, gives the following direction:— "The exercises in arithmetic under Article 48 are meant to "be, and must invariably be, *dictated.*" Since then I have always acted on this direction; and although in other respects I have put as lenient a construction upon my official instructions, as a sense of duty would allow me; still the difficulties in the way of correct notation have hitherto proved a fruitful

source of disappointment, which has been in some instances still further increased by heedlessness and imperfect discipline, especially among children in Standard II. If a sum be not rightly put down at the commencement, no amount of care or skill in the working will afterwards avail. (2.) It should also be borne in mind that there has been lately a larger proportion of scholars examined in the higher standards, in whose case success cannot be expected without careful preparation. What is required in Standard V. is a thorough grounding in the tables, and some knowledge of reduction, such as will suffice to work sums like the following:—From 10 miles subtract 2,007 yards 9 inches; or, how many bottles, each containing one pint and a half, can be filled from an 18-gallon cask? In Standard VI. a sound knowledge of the table of aliquot parts, and a familiarity with the clearest and most concise methods of working sums in practice, should be attended to. More frequent practice on paper would also habituate the scholars to skill and neatness in setting down their sums, and in afterwards working them expeditiously and correctly.

Hindrances to the further progress of education: 1. Want of more schools.

There are three main hindrances to the further progress of education, the influence of which is particularly felt at present in this district. The first is the want of more schools. From a table appended to the report of the Select Committee of the House of Commons, and furnished by your Lordships' secretary, it appears that the average attendance throughout the entire number of National and British schools under inspection in South Wales was, last year, something under 30,000, or about 1 in every 23 of the whole population. In the case of eight of the principal towns of the district, I find the attendance at National or Church of England schools to be about 1 in every 32 of the inhabitants, a result very far from being satisfactory, and which leaves a wide field for further efforts. The rapid growth of most of these towns, and the want of subdivision in the case of populous parishes, will partly account for this deficiency in the means of education. In the rural districts, however, the proportion of children attending our schools is even still smaller, and the necessity for additional accommodation is, if possible, more urgent. One cause of this must be sought for chiefly in the number of small and thinly inhabited parishes in each county, the resources of which are inadequate to the maintenance of a separate school. A return in the Minutes of Council for 1863–4 shows that out of 650 parishes in South Wales 375 contain less than 500 inhabitants, and of these latter fully 347 have not hitherto enjoyed any share in the public grants for education. Many of these parishes are without resident gentry, the farmers are poor, and the rate of wages is low, so that until some improvement takes place in their circum-

stances, or that two or three of them unite together to support a school in common amongst them, it is difficult to see how, in the absence of special legislative enactment, such a state of things can well be remedied.

2. Irregular attendance.

Education is also hindered to a great extent in this district by the irregularity of school attendance. Notwithstanding the efforts which have been made, still the fact remains, that less than two-thirds of the total number of scholars actually present on the days of inspection had completed the moderate number of 200 attendances during last year. There is, therefore, still ample room for improvement, after making all due allowances for sickness, &c. In the case of those, who do not fulfil so easy a requirement as that which now suffices to procure the insertion of their names on the examination schedule, even the best instruction fails of producing any marked or permanent effects. They pass through our schools comparatively unheeded, they are unable to keep pace with the rest of the class, they scarcely ever acquire those habits of diligence and application, which are so essential to real progress, and a great part of the lessons they hear, from not being fully comprehended, is in a manner lost and useless. These evils are still further enhanced by want of punctuality in arriving at school, especially in the morning, whereby interruptions are caused, and the hours, already too short, are still further intruded upon and curtailed. Much of this late coming may be accounted for by the prevailing practice among working people of not breakfasting until half-past eight, or nine o'clock; so that however early their children may rise, they cannot arrive at school any sooner. The religious instruction is that which chiefly suffers from late arrivals, and it is discouraging to find so important a subject thus rendered comparatively unavailing. Those, who have seen the early hours at which children in foreign schools assemble for instruction, cannot fail to be painfully struck by the contrast too frequently observable under similar circumstances at home, and which, in the absence of compulsory measures, can only be improved by a more widely diffused conviction of the importance of education, and by further efforts in the way of its extension.

3. Early removals.

In the rural districts.

The third impediment to the progress of education is the early age at which children are removed from school in order to commence a life of labour. Even the rural districts are not exempt from the charge of prematurely employing them in various kinds of work ill suited to their age and strength. Owing to the inducement of high wages, men are constantly leaving the farm for the foundry or coal mine, and such emigrations have caused in many places a positive scarcity of full-grown labourers. The Rev. R. Lewis, a diocesan inspector in Carmarthenshire, in reporting upon the decrease of scho-

lars in the schools he visited, says: "I believe that this de-
" crease in the numbers is attributable in a great measure to
" the scarcity of labour prevalent in the neighbourhood, which
" has resulted in the employment of younger children than
" formerly in agricultural and domestic work. In proof of
" this I have observed that the maximum age of children
" attending the above schools has been reduced in the course
" of the last twelve months by at least one year." But this evil exists in a still greater degree in the mining districts. The condition of children amid the iron works and coal mines of Glamorganshire is sad to contemplate, and one that calls aloud for sympathy and redress. They are brought up amid dirt and squalor, in dwellings for the most part crowded and unhealthy, and without any better place for recreation than the adjoining roadway or cinder heap. They are further doomed from too early an age to dangerous and protracted toil in mines, where

In the mining districts.

> " Ever-during dark
> Surrounds them; from the cheerful ways of men
> Cut off, and from the book of knowledge fair
> Presented with a universal blank
> Of nature's works."

The Mines Regulation Act, which prohibits boys under 10 years of age under any circumstances from being employed underground, is, I fear, sometimes evaded. The avarice and selfishness of parents will not unfrequently tempt them to make false statements as to their sons' ages, in order to secure their admission to the coal pit. Even for some years after, they are physically unable to endure the long hours and laborious work which are required of them; and hence accidents, many of which are fatal, unavoidably result. In the coal mines of South Wales these accidents are more frequent and calamitous than elsewhere. In 1866 one person was killed for every 243, who were employed, and one life was lost for every 78,137 tons of coal raised. The reports of Messrs. Brough and Wales, the inspectors of mines in this neighbourhood, for the last two years give the details of no fewer than 45 fatal accidents, which happened to boys, whose ages in no case exceeded 13 years. The former of these gentlemen states: "In my district boys of too tender an age
" are sometimes appointed hauliers when really they possess
" neither the strength of body or mind sufficient for such
" responsible and dangerous employment. . . . More-
" over, when boys are too young they are physically unequal
" to the long hours usually assigned to trappers." The latter gentleman also concurs in these opinions, and while recording the loss of 25 lives by trams, he states that of these no less than 16 befel boys, and he then adds: "The
" practice throughout almost the whole of the collieries in

Evasions of the Mines Act, and their consequences.

" the Aberdare valley is for the door boys, generally only " from 10 to 15 years of age, to travel in front of the horses " hauling the full and empty trains to and from the shaft, " instead of each remaining stationary at his door. Boys of " such tender years are utterly incapable of performing such " laborious work for 12 hours; and this, I have no hesita- " tion in stating, is, in my opinion, the chief cause of the " great fatality under this head. . . . . Should it be " necessary for the hauliers to have boys to travel with " them, such boys ought to be older and stronger than those " now at work." On this subject I have been favoured with a letter from the Rev. G. Harries, rector of Gelligaer, and honorary secretary of the Llandaff Diocesan Board of Education, which will be found appended to this report, and to which I have the greater pleasure in calling attention, as it gives the testimony of one, who, from long residence in a colliery district, and from the efforts he has made to extend education among the working people of his parish, is fully entitled to be heard.

Concluding suggestions.

In taking leave of a great portion of the district, in which I have been employed more or less exclusively during the last seven years, and in which I have met with much kindness, I trust I may be permitted to offer a few suggestions with a view to the alleviation of existing evils, and to the increased efficiency of the schools, which are at present in operation.

(1.) The first requisite to the success of a school is careful and constant superintendence on the part of the managers. There is nearly as much work to be done outside the school as inside. Irregular attendants have to be looked after, late comers reproved, new scholars admitted, the connexion with old ones kept up, contributions collected, accounts kept and audited, deficiencies in school books and apparatus supplied, teachers duly superintended, and a general influence has to be exerted, in order that the entire work of each day may be punctually observed, and that a proper degree of life and earnestness be infused into it. All this implies zeal and co-operation on the part of managers, and if duly exercised, their good effects will soon become apparent.

(2.) I would respectfully urge upon managers the importance of duly exercising their own functions, instead of handing them over to the teachers. Although they may save themselves some amount of trouble by allowing the latter to receive all subscriptions and grants, and to provide whatever may be required in the way of apparatus and assistance, still they do so at the cost of inflicting a permanent injury upon the school, by withdrawing from it what constitutes its chief efficiency as a place of moral and religious training, and by reducing it at once to the level of a mere private speculation, in which case sound discipline is

speedily sacrificed in favour of mere intellectual acquirements, and a state of things is tolerated, which cannot fail in the end of being highly prejudicial to the cause of education.

(3.) I would also call attention to the increased care and accuracy now requisite in the school accounts and in the annual returns. The remarks, which have recently been put into circulation from the report of your Lordships' accountant, will be of service in pointing out the best mode of keeping the former; and it only remains for me to add, that, without careful and repeated inspection of the registers on the part of school managers, it is difficult for them conscientiously to certify to the accuracy of the returns, which they have to make annually to the Education Department. In the Form IX. at present in use they sign their names to this declaration:—"We hereby certify that we have examined the registers and books of account from which the following entries are taken, and that the said registers and books are so kept as to leave us in no doubt respecting the accuracy of the present return."

(4.) The most important points to be attended to in the internal working of schools at present are good discipline, accurate classification according to attainments, and full provision for the instruction of beginners. Each of these is essential to success at the annual examinations, and with regard to the second, it is desirable that the numbers in each class should be more generally equalized; a crowd of children in the lower classes, and but three or four in the first, is not a creditable state of things, and will hardly ensure a good report. The proficiency of young children in well conducted infant schools should be noted by other teachers, and a further effort made, by constant superintendence, and by careful teaching, to bring the lower classes in their own schools more nearly to the same level.

(5.) It is desirable that the managers should periodically examine the various classes in their schools, in order to test the progress of the scholars, and to see to what extent they are really able to perform the exercises, required in each standard, in a neat and satisfactory manner. In the case of the three highest standards these examinations should be conducted by means of written papers, and all dictation and sums should be given out by the managers themselves, the teachers interfering as little as possible. Wherever such a practice has been adopted, the effects have been most beneficial; the children cease to regard an examination as a formidable ordeal, and they become habituated to the honesty and steadiness, which are requisite to success, and which form so important a feature in the development of their moral character. The progress of the school from time to time becomes thus known, and the efforts of its teachers can

be more profitably applied in the direction of its further improvement and efficiency, in order that the work of education may thus be carried on each year with increasing usefulness and success.

I have the honour to be, &c.
B. J. Binns.

the Right Honourable
The Lords of the Committee of Council on Education

Appendix.

Letter of the Rev. G. Harries on the Subject of the Employment of Boys under legal age in coal pits, referred to in the preceding report (page 88).

Gelligaer Rectory, Newport, Mon.,
October 21, 1867.

Dear Mr. Binns,

I am sorry to say I do not think sufficient vigilance is exercised in the *country* collieries to prevent children under the proper age working underground. I have known a particular instance in which a little boy under age was very nearly burnt to death in this neighbourhood. It is frequently my lot to expostulate with the parents on this subject, when I find boys under age are put to work; and in some instances I have succeeded in getting them sent back to school for a little longer time, but they are soon again taken away and put to work. I am frequently met with the reply, "The boy is of full age," and am compelled to be silent, although at the same time I feel sure such is not really the case. It is a most invidious task to prevent the children continuing to work and to earn some little additional wages for, perhaps, a large family with small means, and, as *here*, living in a very dear part of the country, by making a representation to the employers of labour, and yet I often tell the parents I will take upon me this unpleasant office. This brings out generally the protest, that the child *is* of age, and the remark as well, that he is taken in, not for labour, but to procure additional trams for the father to fill. The education, which the child has received in this particular neighbourhood, notwithstanding the large charity schools at Pengam are within easy distance, is but very limited. When I came here in 1862 I found scarcely one, child or adult, able to read a verse in the Testament; so that on the plea of insufficient instruction, as well as of age, very many of the children should not be allowed to work underground. I sincerely trust some greater vigilance may be exercised in this respect, and if necessary, more stringent measures may be adopted by the Legislature to prevent the continuance of this cruelty to the children of our miners and colliers, perpetrated by their own parents, often, alas, for the base purpose of getting more to spend in the public house!

I shall be glad if you will raise your voice in behalf of the children. It is enough to make one's heart bleed to see them turned into little beasts of burden, long before they have strength to labour!

I am, dear Mr. Binns,
Yours very truly,
Gilbert C. F. Harries,
Rector of Gelligaer, and Hon. Sec. to the
Llandaff Education Board.

The Rev. B. J. Binns,
H.M. Inspector.

GENERAL REPORT, *for the Year ending 31st August 1867, by Her Majesty's Inspector, the* Rev. J. R. BLAKISTON, M.A., *formerly Scholar of* Trinity College, Cambridge, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* LEICESTER, NORTHAMPTON, *and* RUTLAND.

MY LORDS, Rugby, December 1867.

THE district assigned to me for the year ending 31st August 1867 consists of Northamptonshire, Rutland, and the county of Leicester, except its north-western corner from Loughborough to Ashby-de-la-Zouche. Extent of district.

It comprises the highest tableland in England, the watersheds of the rivers Ouse, Cherwell, Soar, Avon, Welland, and Nene, of which the last three take their rise in or near to the famous battle-field adjoining the village of Naseby. Geographical features.

The area of the district is about 1,806 square miles, the population at the last census 421,810. Thus the number of persons per square mile is about 234. That of all England is 372. If we make the usual supposition that one-sixth of the population should be attending elementary schools we shall find that there ought to be about 70,300 children in average attendance at all the schools in the district. At the day schools I visited during the year there were 16,765 in average attendance, at night schools about 1,271. Day scholars present at examination 19,753. The number of certificated teachers, was 207; of assistants, 22; of pupil-teachers, 143; or in all, 372, *i.e.*, one teacher to every 45 children. The average age of the children was 7½; their stay at school under one year. Allowing 5,000 for aided schools of other denominations, at schools unaided and uninspected in the district there should be about 45,000 children. At Daventry, Wellingborough, Weedon, Stoke Bruern, and other places, there are well-endowed Church schools, which are highly spoken of, but which I have not been called upon to inspect. Area and population. Attendance at schools under inspection less than one fourth of probable number of children.

During the year I inspected 179 institutions, but as many of these comprise two and some three separate departments, the real number of schools inspected was 225, viz., 30 boys, 20 girls, 23 infants, and 132 mixed, chiefly under masters. Of these 20 were visited for simple inspection, and 10 were in the Forest of Dean, in Gloucestershire, the majority of which I had inspected in the previous year. Number of schools inspected in year.

Thus in the course of the year for which I am now reporting I examined children of shoemakers in Northamptonshire and Leicester, stockingers in Leicestershire, and miners in Gloucestershire. In the villages about Towcester and Brackley I found schools affected by lace-making, about Melton Mowbray by bead-stringing for ladies' mantles and Occupations of parents.

hair-nets (a new branch of cottage industry), about Leicester by seaming, *i.e.*, sewing together the edges of stockings woven by the loom. In the towns of central Northamptonshire much of the children's time is wasted in standing for hours outside warehouses waiting for work to take to their parents' or brothers' homes, as employers will only intrust them with small quantities of work at a time. In the north-east of Leicestershire, as also in Rutlandshire and the neighbourhood of Peterborough, and at remoter villages throughout the district generally, the employment of boys at an early age in agricultural pursuits, and the distances of homes from schools, are the main hindrances to education.

More boys than girls.

As might be expected from the foregoing statement of the various branches of trade in my district, I found more boys than girls attending school. The greater usefulness of girls at home to mothers of families, quite apart from any money earning capabilities of the children or opportunities of the neighbourhood, would in most places probably produce the same result. This is the more to be deplored because the necessities of life too often induce young men when they have to work hard for a livelihood to abandon any taste for reading they may have acquired at school, and consequently it is of the utmost importance that women, whose influence for good or for evil is proverbially so overwhelming, should receive as much education suited to their station in life as an elementary school can afford.

Masters often erroneously preferred to mistresses.

Results.

The preference given to masters over mistresses, not only by managers, but also by parents, even for schools where a mistress would be more suitable, has a tendency to foster the evil here complained of. In small villages where managers, whether from choice or necessity, have engaged mistresses instead of masters, I have generally found not only a larger attendance of girls, but also that girls stay longer at school. And though in such cases there is often a little (sometimes not a little) weakness in the arithmetic, yet on the whole there is more refinement and a more pleasing tone about the school coupled with fully as much general intelligence. The younger children in such a school, as might be expected, are usually far better taught than in a small school under an unassisted master, and for this it is worth while sacrificing to some extent the efficiency of the instruction given to the few children that ever remain after 11 years of age. For it must at once be owned that one seldom finds in such a school boys over 11, as on the other hand in a small village school under a master one finds comparatively few girls over 10.

Proper division of labour between male and female teachers.

In villages just large enough to support two departments I always recommend the employment of an infant mistress to teach all children regardless of sex till they have been

examined under Standard I. In larger villages I recommend a corresponding division of labour between the master and mistress in preference to a separation of the school into two distinct departments, for the very obvious reason that one teacher can more efficiently teach three or four larger than six or seven smaller classes. Moreover the emulation of the sexes and their mutual reaction under teachers of good tone and wholesome influence are highly beneficial. Difficulties, real or imaginary, are frequently urged when such a plan is suggested; but that the principle is sound and that the practice, where possible, would under proper precautions be attended with great advantages to villages containing about a thousand inhabitants I am firmly convinced. In such parishes too it would be quite possible and indeed remunerative to have girls taught cooking in public kitchens where the poor could have their food wholesomely and economically cooked, and perhaps even nursing in village infirmaries.

Advantages.

Recommendation of public kitchens.

The distribution and situation of the annual grant schools in this district is not a little interesting and suggestive. With rare exceptions they lie along the lines of railway. In the broad tract of country lying between the two distinct lines of railways from Leicester to Stamford, the one by Melton Mowbray, the other by Market Harborough, there is only one school receiving an annual grant and not one which has received a building grant. A similar remark holds good of schools in Rutland and Northamptonshire. Those under or liable to inspection lie for the most part along the routes of the various main lines and branches. It may be said that this is merely because the most populous parts are threaded by railways, but this does not seem to me the true explanation. As the formation of roads is the first and most important work to be achieved in colonizing and civilizing a new country, so in an old country speedier means of locomotion necessitate and foster such indications of higher civilization as are afforded by schools.

Position of aided schools near railway routes.

Dissent is unusually rife in this district, but does not seem appreciably to affect attendance at Church schools, or to interfere with the religious teaching of the clergy therein.

Prevalence of dissent.

This absence of religious difficulties and of objections to Church teaching is doubtless due to the character of the clergy and the tone of their teaching, which, I have reason to think, are of more than average excellence and catholicity in the diocese of Peterborough. Untroubled by the vagaries of men of extreme views they yet cannot, for the most part, be accused of the lukewarmness and indolence so often unfairly ascribed to men of moderate opinions.

Tone of religious teaching.

Without looking for gratitude, or even for the natural reward of their self-denial afforded by extended influence in

Sacrifices made by the clergy.

their parishes, as often through evil as good report, the clergy, in almost every village where a school has been established, have been the pioneers of education among their poorer brethren. Several cases have come under my notice where incumbents, married men with young families, freely bestow a seventh or eighth of their stipends on their parochial schools. These cases have been those of clergymen with very moderate incomes. Indeed, I believe it may be said with truth that the pecuniary contributions of the clergy to the spread of elementary education have been and still are in proportion to their respective means tenfold those of the landowners. Nay more, the contributions of the clergy themselves are often in an inverse ratio to their incomes. To the enterprise of a single unbeneficed clergyman (the well-known champion of elementary education, Canon Fry, of Leicester,) that "metropolis of dissent," owes more than half its primary schools.

Opposition of farmers.

The farmers throughout the district are represented as too often hostile to elementary schools, and from their own short-sighted point of view they are doubtless right. The spread of elementary education, and the consequent amelioration of the state of agricultural labourers, will undoubtedly be followed by a rise in wages, and will compel ignorant and narrow-minded employers to aim at higher culture; but they will have only themselves to blame if they do not eventually hold their own and rise with the tide of general improvement.* This apathy and hostility of the farmers make the self-denying exertions of so many parochial clergymen the more praiseworthy, while they fully account for the fact that villages where the incumbent is non-resident or very poor have too often either no school at all, or one hardly worthy of the name.

Under the present voluntary system, then, any application from a country clergyman to the Committee of Council for the maintenance of a school in his parish implies, on his part, a public spirit and self-denial worthy of all honour, and calling for instant recognition and hearty co-operation.

Conscience clause.

I have met with clergymen, who, though in practice they carry out the principle of the conscience clause, yet object to adopting it on compulsion. Among other reasons, they maintain that it suggests to fractious parishioners means of annoying their clergyman and the chief subscribers, but for whose contributions and exertions the school could not be maintained. How far, if at all, this feeling may have tended to deter applications for building grants in this district, I cannot say.

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* In those parts, however, where agricultural implements are largely used the farmers are beginning to see that it is to their interest that labourers should receive at least technical training.

At a town in the Forest of Dean, however, where in 1866 I had found the buildings so unsuitable that I embodied in my report on the school an urgent appeal to the public spirit of the place, on returning in 1867 I found new schools erected without Government aid, on account of the incumbent's scruples as to the conscience clause. It might be well if a clause could be substituted so worded as to meet scruples which seem to be widely felt. Most of the clergy in this diocese see that prolonged opposition to a conscience clause must end in the establishment of secular education, coupled with compulsory prohibition of religious instruction by teachers.

Endowed schools.

Another striking feature of this district is the great number of schools with small endowments. These have suffered unduly from the Minute which diminished the grant by the amount of the endowment. The parishioners plead the charity as an excuse for subscribing little or nothing, and so between the two stools these schools are often actually worse off than if they had no endowment at all. In cases where the endowment is of itself enough to maintain the schools, the lack of pecuniary inducement tells unfavourably upon the efforts of teachers.

Suggestion for improved use of educational endowment and affiliating primary to secondary schools.

It would be a great boon to the country at large could all such endowments, together with all apprenticeship funds, be applied to the purpose of educating such children of poor persons as give tokens of ability to profit by a higher training. Thus connecting primary with secondary schools we might fairly expect to utilize abilities that, for lack of some such opportunities, are too often lost to the country.

Few will doubt that now as three centuries ago, in this island as on the continent and in the United States, means of passing from an elementary to a university education ought to be more generally available.

Necessity of extending primary education.

It seems also to be generally felt not only that education should be placed within the reach of every poor man, but that by some means yet to be decided no child should be allowed to grow up without a fair chance of obtaining elementary instruction, or permitted to waste its childhood in vagrancy, street playing, or thieving.

Inadequacy of present system.

All inducements hitherto held out have failed to produce this desired effect. Even where good schools exist the children are too often removed as soon as ever their toil can bring in a few pence to eke out the parents' scanty earnings or to give the sot a few more weekly quarts of beer. So early do most children leave school that very few weeks suffice to destroy their power of reproducing what skilful and painstaking teachers have for two or more years striven hard to instil.

Necessity of legislative enactments.

For places containing factories and workshops* recent legislation has taken an important step in the right direction, but a remedy for the apathy of necessitous parents in rural districts, and of vicious parents in large towns, has yet to be found. Compulsory education, however strong the arguments in its favour, is as yet foreign to the temper of the country, and would provoke opposition from many whose co-operation is desirable. Moreover, there are not as yet enough good schools to receive the children.

Extension of half-time system,

The safest and most feasible course at present seems to be the adaptation of the half-time system to agricultural and all other pursuits, coupled with a prohibition of the employment of any boy or girl under, at first 12, ultimately 14 years of age, as a paid labourer of any kind who has not a certificate from a properly qualified officer of his or her ability to write a legible hand, read fluently, and work sums in compound rules of arithmetic. Secure the regular attendance of every child at school during from one and a half to three hours every forenoon, and then, if their parents will, let them be engaged in field or other work for a fixed maximum of hours per day. In any case for every half-day's work in the year they are allowed to do, insist on a half-day's schooling; or, perhaps better still, on a fixed minimum of school attendances in the year, and make it the teacher's interest to secure them.

Industrial employment to be regulated, not superseded.

There are few, if any, parts of England where during nine months of the year boys and girls cannot be spared from the fields for three hours a day without loss to the crops. In some places, if necessary, the children might be divided into two or more batches, one batch to relieve the other in school or field; but into these details I need not now enter. It is quite true that education must not be made to supersede the work necessary for getting in the fruits of the earth, but it will be time enough to meet such difficulties when they are really found to exist. Where the parents do not need the aid of their children's wages or work, I should advocate their enforced employment in some industrial work, save in cases where very exceptional ability for book-learning were displayed.

Hardships of children of the poor in fieldwork.

Quite apart from the educational interests of the poor, it were surely well that some check should be imposed upon the hardships to which children of tender years are frequently exposed, especially in brick yards and in thinly inhabited agricultural districts. Taking advantage of the necessities of their ill-paid labourers, the farmers practically coerce parents, even such as desire to send their children to school, to send them at seven years of age into the fields, often *miles* away

* There seems reason to fear, however, that the "Workshops Act" will in many places prove inoperative until the factory inspectors have time and powers to enforce it on unwilling local authorities.

from their homes, where they work from dawn to dusk, in wet and cold, insufficiently fed, thinly and raggedly clad, till they suffer both in health and in brain.

Evils of lace schools.

In places where lace is made, it is held necessary for those who would become proficient in the art to begin at a very early age. Many are put to the pillow at the age of five, and when they are seven and eight years old they work as a rule from seven in the morning till three in the afternoon, sitting with their instructors in small cottage rooms, close and unwholesome, often as many as 20 or 25 together. These girls of course grow up ignorant of the commonest domestic duties, unable to cast up the simplest accounts, and in many cases even to write their names. What a boon would a half-time system be to these poor things. With what zest would they take to their books to be relieved for a few hours from the irksome monotony of making up their daily tale of lace.

Objection to half-time system.

Of course in this as in other similar cases comes in the financial difficulty, the seeming hardship of not only taking from parents their children's earnings, but also forcing them to pay for their schooling. As, however, it is too late to urge such objections now that the principle has been adopted by the Legislature, it is needless to point out how parents will ultimately be gainers instead of losers by a measure apparently so arbitrary as the proposed extension of the half-time system.

Difficulties in the way of adapting the half-time system to agricultural districts, how to be met.

The real difficulty lies in so adjusting the law as to admit of a certain elasticity in the practical working of the system, so that there shall be no risk of paralyzing any branch of agriculture for want of juvenile labour on emergencies, and at the same time to check all hope of successfully infringing or systematically evading the regulations. The former difficulty can be avoided by a careful wording of the law, and extending discretionary powers of temporary or partial relaxation to the Education Department. The latter difficulty seems to me only to be met by the employment of properly qualified officers pecuniarily interested in detecting and arresting attempts at evasion. It would be the duty of these officers (who would probably be teachers of some standing) to issue certificates to children previously approved by a superior officer not pecuniarily interested in their issue.

Neglect to make use of existing law by guardians of the poor.

It has been represented to me that in most Unions the Guardians habitually neglect to take advantage of the provisions of the law by which they are authorized to give to parents in receipt of out-door relief money to pay for their children's schooling. As soon as parents come upon the parish their children are withdrawn from school, instead of being taught there at the expense of the ratepayers. Besides the parental apathy, which partly accounts for this, the poor

have a notion that application for payment of their children's schooling would be followed by a reduction or withdrawal of relief.

How to help parents unable to pay school-pence.

The vicar of Towcester, the Rev. R. P. Lightfoot (one of the most zealous promoters of elementary education in the county of Northampton, where he has ably officiated for some years as a diocesan inspector), whenever he finds parents of families so reduced in circumstances as to be tempted to remove their children from school, offers to pay the schooling for half their children on condition that they send them all to school. Thus, if the parents remove John, Mr. Lightfoot ceases to pay for Jane's schooling. He has found this wise and benevolent system answer admirably. What he does on a small scale, the State or the Poor Law Guardians might do universally. An* income tax of 1*d.* in the pound would go a long way towards helping those who were unable, though willing, to pay for the education of their children, and would be money well spent. The low rate of wages in agricultural districts and the dearness of provisions make it often almost impossible for labourers with large families to pay for their children's schooling or to forego the profits of their work. The community which in its own interest suddenly compels poor parents to forego this assistance is bound to shield them from any temporary hardship thereby inflicted. Pending the readjustment of the labour market which would inevitably follow the withdrawal of juvenile labour therefrom, clear cases of individual hardship might fairly be met by public aid.

Modes of encouraging infant and night schools.

Under the *present* system elementary education may best be furthered by the encouragement of infant and evening schools. I regret to say that in this district such schools are neither as numerous nor as well attended as could be wished; and there seems reason to fear that night schools are even on the wane.

The offer of a higher grant for infants under a separate mistress than for children under six in a boys', girls', or mixed school would, I think, tend to multiply infant schools. I have reason to believe that managers and teachers in parishes where there is but one department frequently refuse admittance to many young children for fear of forfeiting their grant by exceeding the 40 allowed by the Code.

Were it not for the clergy and such self-denying lay friends as rally to their aid, night schools would soon be things of the past. The certificated teacher is present, but in the best schools the work is mainly done by volunteers. Indeed, a teacher jaded by a hard day's work is utterly unfit for such a strain on skill, temper, judgment, and energy as the due

* This seems to me more equitable than the local rating and local management recently advocated. The latter I most strongly deprecate, unless accompanied by prompt coercive powers on the part of the Executive.

teaching of an evening school imposes. One school or the other he must neglect. If he really does his utmost in both schools his health will assuredly be unable to stand the strain. Under these circumstances it might be well so materially to augment the grant payable to such schools as to secure an ample staff of teachers; to encourage the grouping of several schools under one certificated teacher; to reduce the minimum school time* from an hour and a half to one hour; to forbid teachers instructing their pupil-teachers at evening schools, and to prohibit any principal teacher who has afternoon school work from taking an evening class.

Day school hours injuriously long.

Let me here express my belief that the refusal to recognize less than two hours as an attendance at day schools demands reconsideration.

Evasion of rules.

Moreover, the regulation is easily evaded; for though a conscientious teacher would of course erase from his registers the attendance of a child marked present at ten, but afterwards called out before completing his two hours to take his father's dinner to the field or quarry, a less scrupulous teacher will not be too careful in such matters, or may perhaps even satisfy his misgivings by reflecting that, as the Committee of Council directs questions to be put to him, and surrounds him with restrictions which seem to cast a doubt on his honesty, it is for their officers to detect, if they can, any evasion on his part.

Curtailment of hours recommended.

Suppose, however, a child to be present the full two hours. For how much of that time is he getting any good beyond the discipline of constrained silence? The utterly insufficient staff of teachers in the great mass of schools renders it simply impossible to secure that all the scholars shall be at work during half the time they spend in school. Even were it otherwise, it may well be doubted whether children of parents for generations unused to severe mental labour, or indeed to any purely intellectual work, can with profit be kept long together at book learning. Two sittings of an hour and a half each before dinner time would, it seems to me, be found to work far better than the existing arrangement.

Abolition of afternoon meetings.

Afternoon school time to boys is for the most part a dreary waste of time and power; for girls and infants it must still be retained for needlework, &c. If there must be meetings in the afternoon, let them be of an hour and a half or an hour's duration. At the morning sittings I should not recommend all the children attending twice. If the lower classes attended one sitting, the upper classes the other, there would be to the children great saving of time and energy,

* It might, perhaps, be well to recognize a minimum attendance of an hour or an hour and a half in the afternoons at day schools when the *morning* attendance averages two and a half to three hours.

now wasted in sitting listless, and to the teachers great gain of power, from their being able to concentrate their attention on half their work at a time. Indeed, the teaching power of the schools would be practically doubled.

Teachers then fresh for evening schools.

Then, too, freed from afternoon school work, teachers would come to night schools refreshed by six hours' recreation, and be able to inspire their pupils with that zeal, and to teach them with that vigour and discriminating skill, which are pre-eminently needed to keep evening classes together, and to counterbalance manifold temptations which tend to make them so dwindle away that they are at length too often abandoned in weariness or despair.

Modifications of standard examination needed.

The regulation which forbids a scholar to be presented twice in the same Standard, though, in most cases, obviously just and necessary, sometimes acts injuriously on night schools. Even if a pupil be capable of passing the fourth Standard, at his first examination in a night school he is often, to his intense disgust, presented in the first, lest he should be unable after a few years to earn the school any grant at all. Some modification of this regulation may perhaps be advisable, not only on the above ground, but also for the following reason, which applies mainly to day schools. It is notorious that the clever boys of a school can be prepared in three or four months to pass the Standard above the one they last passed, and that many a boy could in the course of the twelve months which ordinarily elapse between two examinations be raised two, some even three Standards; while dullards require all their teacher's attention and skill to enable them, if regular attendants, to pass the next Standard, if irregular, to keep up what they have already acquired. As the grant is 2*s.* 8*d.* for a pass in all Standards alike, and as it is of course both easier and safer for the teacher to present his scholars in low Standards, he is tempted to keep back the clever boys to the level of the dull, thus doing them irreparable harm, and inducing discerning parents to remove them from school at an earlier age than they otherwise would.

Proposed remedy.

The obvious remedy is (1.) to let the teachers know the passes and failures; (2.) to allow such as fail to try again next year; (3.) pay for passes on an ascending scale, *e.g.*, 2*s.* for a pass in Standard I., 2*s.* 6*d.* in Standard II., 3*s.* in Standard III., and so on up to an eighth or even ninth Standard, so as among other advantages to foster the formation of a good first class to give tone to the school, credit and zest to the teacher.

Minute of 20 Feb. 1867.

I am not as yet prepared to say much as to the effect of the Minute of 20 February 1867, because not many of my schools have hitherto had sufficient teaching power to avail themselves of its provisions. It is doubtless a step in the right direction, but needs some such supplementary regulations as I have just sketched to become effectual. The

pecuniary inducements held out to managers to employ pupil-teachers seem in this district not nearly high enough to meet the difficulty, which is being yearly more and more felt, of obtaining male pupil-teachers. Those already apprenticed are disappearing, and candidates are rarely to be found both willing and able to succeed them. A higher price must be bid ere the tide seems likely to turn.

Pupil-teachers insufficient for number assigned to them.

And here I take leave to point out that to allow a pupil-teacher of the first, second, or third years to be considered competent to teach on an average 40 children (which implies the occasional presence of 50) is to cripple the teaching power of a school most seriously. Not more than 20 should be allowed for a pupil-teacher in his first year, 25 in his second, and 30 in his third year.* It may be that the grants would have to be increased to carry out this improvement, but a country, which does not grudge for a single man-of-war a sum nearly equal to that now spent annually on education, is not likely to grudge an increase of taxation to improve the instruction given to its poor. As long as England spends over 30,000,000*l.* a year in the arts of destruction and in repression of crime, she would be most unwise to spare a trifle for an end apparently so much more to her advantage as the elevation of the working classes. The money hitherto expended by the State on elementary education is ludicrously disproportioned to the importance of the cause.

Higher subjects.

In the present state of schools it seems to me to be regretted, that the qualifications for a grant on children who have already been presented under Standard VI. are not left unfettered by the restriction that the same extra subject shall have been taught to one-fifth of the school. It may often happen that a teacher may be able to impart a subject efficiently to a few older pupils which he could not impart to a larger number, ill-prepared in more elementary subjects, without risk of unduly distracting their attention from things more needful. The favourite subject so far has been, as I anticipated, geography, chiefly commercial.

Opinion as to general state of elementary subjects taught.

I will now proceed to state my impressions of the state of my schools in regard to buildings and instruction. As there are no very marked peculiarities about the Forest of Dean schools as distinguished from my own district, unless it be that the reading is perhaps worse from the Gloucestershire drawl there prevalent, I do not propose to report upon them separately.

* If such a regulation were made, it would have this, among other advantages, that managers would not be so ready to part with pupil-teachers in their latter and more valuable if more expensive years; and more pupil-teachers would adopt the profession of teachers. In a few years to come the present dearth of pupil-teachers will most seriously affect the supply of competent schoolmasters.

Ventilation

I have not yet found a school in which any attempt has been made to secure ventilation in cold weather without cold draughts. The fact of the day and hour of the inspector's visit being announced beforehand of course ensures his finding things at their best. It is not often that an inspector of a rural district can look in unawares, but from what I have observed on entering various schoolrooms at odd times I am led to think that in cold weather there is no more ventilation than such as teachers cannot check. What is needed is the introduction of fresh air along the heating apparatus, or behind the grate, which would enter the room warmed.

Offices.

In regard to offices schools are not in advance of the times. Of the dry earth sewage system, which might with such obvious ease and benefit be substituted for open cesspools in almost every village school, neither managers nor teachers seem to have thought even where they have heard. I hope to be able to state in my next report that this system has been extensively and successfully applied at least to village schools in my district. The state of the offices in town schools, though not often such that I have had to report specially, is usually by no means creditable to the local authorities.

Floors.

There are still some schoolrooms in the district which have brick floors. Where there seems no possibility of raising funds to substitute boarding I usually suggest the employment of cocoa-nut matting or a few planks to save the excessive cold to the feet and headache produced by sitting in such a room. It does not seem to occur to country squires, when they urge the stone floors of cottages in excuse for the stone floors of schools, that at home children can run about freely, and have no brain-work to draw the blood upwards.

Religious knowledge.

The state of religious knowledge in the schools which I have inspected is on the whole creditable, in many instances worthy of high praise and indicative of great earnestness and skill in teaching, in few very deficient.

Where the clergyman himself takes no part in the teaching, religious knowledge, as might be expected, is often confined to a dry and narrow acquaintance with formulas and uninteresting details, and even in good schools is often needlessly encumbered with names, &c. of Old Testament history. I believe that the subject is being every year more intelligently and thoughtfully imparted.

I have found an odd superstition in schools in every part of England where I have inspected—usually known even where disbelieved. It is elicited by asking "What was done to the "Israelite who broke sticks on the Sabbath?" "He was "stoned to death and taken up into the moon" is the ready answer to be had in most country schools, though the latter half is often only to be elicited by a little gentle pressure.

Reading as an art is far too much neglected in English schools generally, perhaps even more in our higher than in our elementary schools. Yet in the poorer classes, unless a boy when he leaves school can read with sufficient ease to satisfy the requirements of the fifth and sixth Standards, I may almost say with sufficient fluency to please an ordinary ear, the chances are that he will very soon give up reading altogether. The difficulty of securing quiet in a crowded schoolroom is so great that one cannot be surprised at grievous shortcomings in this subject. Reading can only be well taught in small schools or those well supplied with class-rooms. Taste in reading, or even ability to catch the right intonation, however carefully and repeatedly represented, seems in almost every boys' school an impossible achievement. Defective reading.

In arithmetic there is still much weakness, especially in girls' schools, which in this respect are usually as much behind boys' schools as they are before them in reading. Lately, by invariably setting sums involving knowledge of numeration in the *higher* as well as the lower Standards, I have found an apparent falling off in arithmetic. In a year, however, this will effect its own cure. It is only fair to elementary teachers to say that numeration in their schools is far ahead of the same subject in secondary schools,—a fact which is due to the sums being now invariably *dictated* at the inspector's examination. Still arithmetic is at a low ebb throughout the great mass of the schools which I have inspected. If questions be put demanding the least thought on the children's part they are too often found utterly at a loss. Even in subtraction sums, if the less number be given out first, it very often remains uppermost, and has the greater number taken from it. Such a sum as "take 21*s.* 5*d.* from £4," often causes great bewilderment from the mere fact of no shillings or pence being named in the upper line. Eight dozen eggs at ¾*d.* each will sometimes be found to amount to 6*d.* Even an able teacher has been found to say that one of his scholars had correctly defined a fraction thus, "when a unit is split into "parts and a certain number of them are taken," not seeing that the omission of "equal" before parts nullified the definition. Arithmetic.

Writing is probably the most successful subject of instruction in this district, as the plodding* slowness of the children facilitates perfection in an acquirement that requires only mechanical accuracy and painstaking. Writing and Dictation.

* I do not mean to imply that the poor of these counties are by any means unintelligent. They are shrewd observers, but not readily impressed with new ideas, nor do they easily acquire knowledge. What they do learn, however, they retain well.

Dictation on the whole is creditably done. The following is an amusing instance of a child's attempt to make sense of a passage imperfectly heard:—

"On entering a bedroom early in the morning, even though "the person who has slept in it be in perfect health and "clean in his person, &c.," was rendered "even though he "be *inverted and cleaning his person;*" "Elizabeth promptly "replied" became "Elizabeth Promply replied;" "ambas-"sador" "and Bashadoz."*

In dictating to the fourth Standard, I have occasionally altered the words of the book slightly. In such cases I have often found the original words substituted for my own by one or more children, which of course showed that the book had been conned over and over again till it was known by rote: —a fact which sometimes compels me to make them read backward.

Needlework.

Needlework in Northamptonshire and Rutland is good, in Leicestershire for the most part indifferent, owing to the wide prevalence of "seaming," which the managers sometimes allow to be done in school hours, and which is said to have so hurtful an effect on the fingers as to make it hopeless to expect good needlework from them.

Benefits of diocesan inspection.

Northamptonshire and Rutlandshire owe much of their generally high average in needlework, and their superiority to their southern neighbours in respect of elementary education generally, to prizes offered by a diocesan and a county board, whose inspectors penetrate the smallest villages, expose any flagrantly bad schools, and produce no small emulation and consequent improvement in Church schools.

Proposed visits to neglected villages.

Now if volunteers, very often chosen not for experience or any special aptitude for the work, but simply for their willingness to bestow time, trouble, and money on the cause of education, effect much good by such visits, how much more good might be done if properly qualified officers, fitted both by character and experience, were sent into every unaided parish to investigate the state of elementary education, ascertain the wants, wishes, and capabilities of the villages, to explain to the inhabitants your Lordships' views and requirements, and generally to promote the cause of primary education. What seems to bear me out in thinking that good would certainly follow in many, if not most cases, from such visits of Government officers is the fact that in nearly half the schools which I visited for simple inspection last year certificated teachers have already been engaged, owing to my representations, and the schools are to be in future regularly

* An amusing mistake of a pupil-teacher deserves to be here recorded. In a list of the Stuart sovereigns she gave the date of the "Cromwellwealth!"

inspected and aided. In one village, where the school had been for several years closed and let for the benefit of the vicar, my visit was followed by an outcry for the re-opening of the school which will probably soon bear fruit.

Withdrawal of schools from inspection.

On the other hand a school supported by the private liberality of a widow lady has been withdrawn from inspection much against the clergyman's wish, apparently because at the last inspection fault was found with the neglected state of the younger children.

Effects of compulsory inspection.

This opens up the question how far it is advisable to allow a whole parish to suffer from the caprice of individual benefactors. Had the patroness referred to been present at the examination, she might possibly have seen the justice and consequent benefit of the unfavourable judgment pronounced on her school. If inspection were compulsory, such hasty misconceptions might be rectified by judicious explanation, and in any case the neighbourhood would probably not materially suffer. On the other hand it is only fair to admit that landowners would in many cases contribute less liberally to the support of elementary schools were they compelled to submit their schools to Government inspection. I am quite prepared for the temporary withdrawal of many handsome contributions on the introduction of compulsory inspection. Nevertheless, I have no hesitation in saying that, if not the bounden duty, it is at least the interest of the community at large to secure on behalf of the poor, not only that they shall have a school, but that, in those places where there is not scope for more than one, the one school to which alone they can look for the elementary instruction of their children should be as efficient and suitable as Government inspection and regulations can make it.

Extension of inspection to schools under uncertificated teachers.

This leads me to consider the expediency of extending the present system of inspection and "payment by results" to schools under uncertificated teachers. While I have certainly found the great mass of schools under such teachers immeasurably inferior to the great mass of schools under trained teachers, I have myself inspected one school in Northamptonshire under an uncertificated master, not only decidedly superior to the large majority of aided schools, but even worthy to be compared with some of the best schools in the district. Yet, strange to say, the master had sat for and failed to obtain a certificate. It is urged that inspection alone is not a sufficient test of the quality of the instruction given in a school, and that the public requires the assurance of competence given by the certificate.

Inspection sufficient test.

For my own part, having been engaged in educational work for the last 15 years, as a classical tutor at Cambridge, as master in classical schools, and as an inspector, I venture to dispute the correctness of this observation, and think that

duly qualified and experienced inspectors are quite competent to gauge the efficiency of elementary schools. Being otherwise strongly impressed with the value of inspection to an elementary school, I do not hesitate to advocate, at any rate as a temporary expedient, the giving of pecuniary aid to small rural schools applying for inspection and found worthy of a grant. Nothing is to be feared from such free trade, unless it may be by such teachers as have passed their examinations, but have no natural or acquired aptitude for teaching, while the gain to the country at large will be great.

Standard of teachers must be maintained by examination.

At the same time I am decidedly of opinion that ultimately all teachers should be required, if not to undergo training, at least to pass a sufficient examination, and that stringent measures should be taken to check any deterioration of the standard of elementary teachers, and to prevent the education of the poor falling into the hands of ignorant and incompetent persons.

Good effect of inspecting worthless schools.

No doubt at first, in some few cases, money and time might be apparently lost by visits made to unworthy schools; but even in such cases the inspector's visit will not improbably have the desired effect of improving the instruction given by opening the eyes of those most interested to its deficiencies. It will also probably be found that in many schools voluntary teachers will come forward to lend a helping hand to secure a larger grant, and thus the poor will get the benefit of better instruction.

Doubtless the examination of very many schools under uncertificated masters would tend insensibly to lower the inspector's standard; but, with proper precautions, this danger might be considerably lessened, if not altogether obviated.

It would be well to fix the grant on "passes in the three R's" at such a rate as would leave ample margin to reward those higher excellences of a school which only a well-trained and educated teacher can secure. Better to leave places without schools for a few years than by yielding to popular clamour run the risk of permanently lowering the standard of our elementary education.

Deductions of tenths should be made from the teacher's salary.

The system of punishing faults of teaching or discipline by deducting one or more tenths of the grant is, in many cases, attended with such unmerited hardship to the managers, especially where the sole manager is the ill-paid incumbent of the parish, that an inspector is often loth to recommend deductions in cases of palpable or even repeated shortcomings. To guard against such hardship to themselves, and to supply an additional incentive to attention on the part of teachers, managers would do well to stipulate that all deductions made on account of defects for which teachers alone are responsible should come out of their salaries. In that case, instead of

being held back from discharging an unpleasant duty by any misgiving as to the punishment falling on undeserving heads, the inspector would be free to award loss where its infliction would result in direct benefit to the school. At present he can do this fully in the case of those teachers alone to whom the whole grant is handed over by the managers, and partially where, as is most usual, the teacher receives a certain quota of the grant.* Cases where the teacher's income is in no way affected by the grant are not so rare as they should be.

Additions should be made to the grant in cases of great merit.

On the same principle if, as seems desirable, (especially should aid be extended to schools under uncertificated teachers,) inspectors should be authorized with all reasonable safeguards to recommend additions to the grant in cases where unusual excellence is betokened, it is but fair that teachers should stipulate to receive such additions entire.

Irregularity of attendance.

I now proceed to state some of the difficulties experienced by managers of schools in my district. First among them comes the hitherto insurmountable difficulty of irregularity of attendance. Too often if a child be not sent to school on a Monday the parent saves the pence by not sending him at all that week. Various efforts have been made to remedy this evil; in some parishes by not allowing a child to return to school till the arrears are paid for weeks during which he has been absent; in others, by giving a liberal discount for prepayment; in others, by charging high and dividing the overplus among the more regular attendants; in others, by giving badges of distinction to such children as attend regularly. Some of these plans have been followed by partial success, but only one can be said to have anywhere proved really effectual, and that is one which is but rarely applicable, strong personal influence over the parents on the part of the teacher or the clergyman. The necessity of whipping up truants and stragglers to attend on the day of examination or else forfeiting so many 2*s.* 8*d.* involves both managers and teachers in endless trouble, annoyance, and humiliation. The most imaginary slight is too frequently avenged by a child being withheld from school on the day of the inspector's visit. An effectual check, where feasible, on this malpractice would be to charge higher fees and return some portion to all attending and qualified for the inspector's examination. Another difficulty, at which I have already glanced, is caused by insufficiency of funds to provide enough teachers. With the individual attention required to enable slow, backward, or irregular children to pass the required examination in secular subjects, teachers are too often unable to devote sufficient time and energy to developing the intel-

Remedies tried.

Necessity of whipping up.

Insufficiency of teachers.

* If the grant on attendance be given to teachers the temptation to cook their registers is a great evil.

ligence of the scholars, and rest content with a certain mechanical accuracy of attainment. Great efforts should at once be made to attract and retain pupil-teachers, and to make it the teachers' interest to take pains with their education.

Unfavourable months for rural inspections.

Again, it often happens that an agricultural school is inspected in the autumn, though for months previously the mass of the children have been gleaning, potato picking, and so on, and have become so "rusty," especially in the lower classes, that to say nothing of the falling off in discipline, the actual number of passes obtained is necessarily very much lower than what the same school would obtain if inspected in spring time. In my own district, at all events, town schools only should be visited between July and Christmas. The village schools about Northampton and Brackley, which I now visit in October and November, get but scant justice as compared with the more fortunate villages which are visited in spring time. The Peterborough and Leicester town schools, now visited in February and March, would lose nothing by being inspected in the autumn, while the rural schools would gain much.

Pupil-teachers should be examined in one fixed month yearly.

The great obstacle to this proposal seems to be collective examinations of pupil-teachers. I cannot myself recognize any absolute necessity, or even any overpowering convenience, in the date of the pupil-teachers' year coinciding with that of their school. Indeed, it seems to me that it would be, in many respects, an advantage if all the pupil-teachers in a district who attend collective examinations could be examined in some one month, either the same for all England or one varying in each district.

Amount of grant often depends on month of inspection.

Unshackled by any regard for their examination, the inspector would then be able to consult the convenience of his schools to an extent now impossible. To many a school, be it remembered, the date of the inspector's visit is literally almost a matter of life and death. Upon the managers, usually ill-paid clergymen, lies the burden of making up a deficient grant, or the melancholy alternative of giving up the school. From 30*l.* to 40*l.* is by no means an uncommon sum for a clergyman to contribute to his parish school. It is not, therefore, strange if some of them are now beginning to feel the inequality of their lot, and to think that they are by no means called upon to tax themselves and families so heavily to relieve the community at large of a burden which obviously belongs to it and not to private individuals.

Secular versus denominational instruction.

They are of course aware that when the burden is laid on the right shoulders, whether by an income tax or by a county rate, attempts will be made to overthrow the present denominational system; and this is a catastrophe which many of them view with apprehension. The theory of those who

oppose the denominational system is that the duty of the State is limited to providing secular instruction for those who cannot afford to pay for the education of their children, and that it is for religious communities to provide for the religious instruction of their flocks. In town schools it might be possible to carry out this theory by allowing ministers of religion to impart the tenets of their faith at certain hours in certain class-rooms to such children as belong to their respective flocks. But in small village schools such a system would probably produce needless confusion and irritation, and be found in many ways less convenient than the tacit understanding and compromise founded on catholicity of feeling which prevails under the present system.

Expediency of modifying and extending present system.

In such schools, therefore, if not in all, it would seem wiser to be content with a regulation that dogmatic teaching should only be given at certain stated times, and that all parents who wish may withdraw their children from such lessons. Nor should managers be allowed to exclude from day schools children whose parents do not allow them to attend their Sunday schools.

In most Church schools religious instruction is given mainly by the teachers and only partially by the clergy. Few nonconformists would desire that the teachers' lips should be closed on all religious topics. They would feel that the cause of morality and religion was not likely to gain by such a prohibition. Theoretically, no doubt, the denominational system is full of flaws and imperfections, but as in practice it is found on the whole to work well, it would seem best and safest to extend it judiciously, and to adapt it to the growing requirements of the country. For it should be well borne in mind that the weak point at present is that the State helps those places only where help is forthcoming, in other words, where State aid is least needed. This requires instant amendment.

Irritation caused by working of Revised Code.

I feel it my duty not to keep back the existence of widespread and deep-seated dissatisfaction and irritation in the minds of both teachers and managers produced by what they regard as needlessly suspicious questions which they are required to answer, and vexatious regulations with which they have to comply under the system as now worked. They complain that they are treated as though dishonesty were expected, and in some instances they go so far as to assert that "Government having done teachers a wrong seems to expect "retaliation." They reiterate the truism that "the best way to "get honesty is to expect honesty." They assert that attempts to detect and guard against dishonesty are easily baffled, and that being treated with suspicion they are constantly tempted to act in a questionable way, and "let Government find it out "if they can." They complain also of the obscurity and want of simplicity of the Code, of the seemingly grudging

spirit in which the grant is doled out, and of the irritating tone of official communications, and they confess to feeling disposed to resent such treatment by refusing State aid. I need hardly say that I spare no pains to allay such irritation, and to soothe such wounded feelings whenever and wherever I find traces of them; but as their existence materially injures the cause your Lordships have at heart, and the great work committed to your trust, I have taken the liberty of faithfully reporting what I have found.

I have the honour to be, &c.

J. R. BLAKISTON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. J. J. BLANDFORD, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* DERBY *and* LEICESTER.

MY LORDS,

I HAVE the honour to present to your Lordships a report of the schools I have inspected in my district during the year ending August 31st, 1867.

Alteration in district.

In the month of August I received a letter from your Lordships' Secretary informing me that, as it is convenient that the districts of Her Majesty's inspectors should be based upon the same districts as the Census, the following schools at—

Codnor,	Dore,
Heanor,	Tibshelf,
Long Lane,	Beighton,
Newton Solney,	Norton,
Shipley and Cotmanhay,	Codnor and Loscoe,
Gresley,	Doveridge,
Croxall and Edengale,	Ilkeston,
Newhall,	Stainsby,
Scropton,	Sudbury,
Swadlincote,	Whitwell,

would no longer form part of my district, and that those at—

Blore and Swinscoe,	Edmunthorpe,
Ellaston,	Wymondham,
Mayfield,	Ashfordby,
Costock,	Harby,
Sutton Bonnington,	Melton,
Stapelford, St. John's,	Scalford,
Twyford,	Waltham-le-Wolds,

would now be referred to me.

Number and description of schools inspected.

The number of schools in my own district that have been visited in reference to the payment of annual grants is 184.

Of these, 34 are boys', 34 girls', 83 mixed, 33 infants'.

Income and expenditure of these schools.

The total income of these schools is 19,409*l.* 14*s.* 4*d.*, which is derived from the following sources:—

	£	*s.*	*d.*
Endowment	530	1	11
Voluntry contributions	5,619	19	7
School pence	6,354	17	5
Capitation grants	6,180	5	9
Other sources	724	9	8
	19,409	14	4

The total expenditure is 19,931*l.* 10*s.* 6*d.*

	£	*s.*	*d.*
Salaries - - - -	15,816	2	9
Books and apparatus - -	936	17	0
Miscellaneous - - -	3,178	10	9
	19,931	10	6

The average income per scholar in attendance is 1*l.* 4*s.* 9¾*d.*

The average expenditure per scholar in attendance is 1*l.* 3*s.* 7¼*d.*

Number of teachers.

The number of certificated teachers is 194, of pupil-teachers 152, of assistant teachers 17.

Results of examination under the Revised Code.

In my report for 1865 I drew up tables which showed in a compendious form some of the results of the examination of these schools. I have adopted the same method in reference to this report, and it is satisfactory to find from a comparison of the two sets of tables that a fair amount of improvement has been made.

SUMMARY of all SCHOOLS (annual grant cases) examined in the counties of DERBY and LEICESTER.

TABLE A.

Description of School.	Number of Schools.	Number of Children examined individually	Number of Passes in			Total Number of Passes in Reading, Writing, and Arithmetic.	Per-centage of Passes in			Total Per-centage of Passes in Reading, Writing, and Arithmetic.	Average Attendance during the Year.	Present on the Day of the Examination.	Eligible for Examination but absent.	Under 6 Years of Age who have attended more than 200 times.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.					
Boys -	34	2,111	1,783	1,933	1,713	5,429	84	91	81	85	2,555	3,048	115	56
Girls -	34	1,866	1,639	1,730	1,342	4,711	87	92	71	84	2,660	4,195	73	527
Mixed -	83	4,204	3,566	3,795	3,132	10,493	84	90	74	83	6,145	7,651	254	1,516
Infants	33	686	601	659	550	1,810	80	96	80	87	3,003	3,871	17	2,202
Totals	184	8,867	7,589	8,117	6,737	22,443	85	91	75	84	14,363	18,765	459	4,301

Number of children present at the examination.

From an inspection of the foregoing Table A. it appears that the total number of children, irrespective of sex, present on the day of inspection was 18,765.*

Number of children individually examined.

Of these, 8,867 being above six years of age, and having attended more than 200 times, were individually examined.

Number present who have not attended 200 times.

If this number is added to that of those under six years of age who have attended more than 200 times (8,867 + 4,301

* These returns do not include schools that I have inspected in the counties of Oxford and Berks.

= 13,168), and then deducted from the number present, the remainder, 5,597 (18,765 — 13,168 = 5,597), represents the number (29 per cent. of the whole) present who not having attended 200 times, were therefore useless so far as gaining anything for the school by their individual examination was concerned, though they assist in increasing that part of the grant which is paid on the annual average attendance.

The average attendance during the year was 14,363. Average annual attendance.

Of the 8,867 children individually examined—

374	were placed in	Standard	VI.
605	„	„	V.
1,131	„	„	IV.
1,688	„	„	III.
2,190	„	„	II.
2,879	„	„	I.

Number of children examined in the respective Standards.

making a total of 8,867.

The average age in the respective standards was—

12	years	10	months in Standard	VI.
11	„	9	„ „	V.
10	„	10	„ „	IV.
9	„	9	„ „	III.
8	„	6	„ „	II.
7	„	7	„ „	I.

Average age of children individually examined.

The average age of all that were examined was 10 years 2 months.

The number individually examined in boys' schools was 2,111, in girls' 1,866, in mixed 4,204, in infants' 686. Number and average age of children individually examined in boys', girls', mixed, and infant schools.

The average age of those in boys' schools was 10 years 10 months, in girls' 10 years, in mixed 10 years, in infants' 7 years.

The total number of passes was 22,443; of these, 7,589 were in reading, 8,117 in writing, 6,737 in arithmetic.

In the year 1865, 84 per cent. passed in reading, 88 per cent. in writing, and 66 per cent. in arithmetic; the per-centage of passes in all three subjects being 79. Upon referring to Table A. it will be seen that the per-centage of passes in writing and arithmetic was materially increased, being 85 per cent. in reading, 91 per cent. in writing, 75 per cent. in writing, 75 per cent. in arithmetic, and 84 per cent. in all the three subjects. The most marked improvement is in the arithmetic, where there is a difference of 9 per cent. It should be borne in mind also that the increased number of passes in writing indicates improvement in spelling, because in all the standards, with the exception of the first, the passes depend upon the spelling as well as upon the writing. Improvement since 1865.

The highest per-centage of passes is in writing, the lowest in arithmetic. But though the writing from dictation is cer- Writing.

tainly good, the same cannot be said of the general character of the writing in the copy-books, even in the higher classes. The letters are not boldly and roundly formed, the difference is not sufficiently marked between the up and the down strokes, nor is care taken that the words of which the copy is composed are written exactly one under the other on the page of the copy-book, in addition to this both masters and mistresses put their scholars far too soon into small hand. However superior the present generation of teachers may be to those of the old regime, there is subject-writing, with which the former do not take so much pains, and therefore do not teach so successfully as the latter.

Reading. The reading is ordinarily fluent and correct, and there is a very fair per-centage of passes in this subject. The girls read with more expression than the boys, especially in Standard V., where many failures occur when the latter are performing this exercise.

Arithmetic. The arithmetic, though considerably improved, is not at present in a satisfactory state, particularly in girls' schools.

Religious knowledge. Religious teaching occupies a prominent place in the instruction given in these schools. There does not appear to be a disposition on the part of teachers to neglect it. Fears were entertained by managers of schools lest religious instruction should be neglected on the introduction of the Revised Code, because it was supposed that the tendency amongst masters and mistresses would be to occupy themselves in teaching those subjects for which grants were made. So far as my own experience is concerned such fears by whomsoever entertained have proved groundless in reference to religious instruction, and considering that the clergy have practically not only the superintendence but the giving of the religious instruction in Church of England schools, it is difficult to understand how such an apprehension could or indeed ought to have arisen on their part. It is incumbent upon Her Majesty's inspectors of Church of England schools to satisfy themselves as to the character of the religious instruction given in them, and to report upon it; if they do not do so they are not acting according to their instructions; but this omission does not and cannot remove one jot or tittle of the responsibility of giving religious instruction, which, whether their schools are under inspection or not, primarily rests with the clergy, and under their direction with the teachers. There is nothing in your Lordships' Minutes nor in the clauses of the trust deeds of Church of England schools which ever has hindered or can hinder a clergyman from giving sound religious instruction in his school every day, or twice every day if he is disposed to do so.

I am induced in some degree to advert to this subject in consequence of a letter written April 15, 1867, to your Lord-

ships by the Rev. Canon Latham, the chaplain to the Derby and Lichfield diocesan training institution for mistresses, in which letter, after complaining that the pupil-teachers who now enter that institution are greatly inferior as to general knowledge and teaching power to those under the Old Code, he proceeds to say, "their knowledge of Holy Scripture and "the Prayer Book shows a like falling off," concluding with "the hope that suggestions or instructions from their Lord-"ships might check this downward tendency." In reference to the latter part of this letter I have to observe that candidates for apprenticeship are presented for examination by the clergy and other managers of Church of England schools, that preparatory to, and in *every* successive year of their apprenticeship they are examined by Her Majesty's inspectors in religious knowledge, in addition to this it is the duty of the clergyman to sign a certificate every year stating that he is satisfied with their proficiency in this subject. I have had the honour of being nearly 20 years one of Her Majesty's inspectors of schools, and I cannot call to mind an instance of this certificate being refused, or if such has been the case it has been of most rare occurrence. It is to be presumed that in the course of each year the clergy themselves give some portion of the religious instruction to the apprentices, and examine them upon it prior to the signing their certificate. If therefore the pupil-teachers are deficient in their knowledge of Holy Scripture and of the Prayer Book, as stated by Canon Latham, when they enter the Derby and Lichfield training school, who, I venture to ask, are primarily responsible for this deficiency? I submit that only one answer can reasonably be given to this question. Her Majesty's inspectors are responsible for examining, but not for instructing the apprentices in religious knowledge.

Canon Latham, in concluding his letter of April 15 to your Lordships, expresses a hope "that suggestions or instructions "from your Lordships might check this downward tendency," upon this I have to remark that my experience does not confirm his statement in reference to the "downward tendency" of the pupil-teachers in religious knowledge, and as to further suggestions or instructions from your Lordships with a view to remedy this alleged deficiency, it may be observed that your Lordships throughout the whole of your Minutes have ever fully recognized the importance of religious instruction, and have practically provided, so far as was in your Lordships' power, for securing due attention to it, both in reference to schools and pupil-teachers. In a statement of Canon Latham to the Committee of the Derby and Lichfield diocesan training institution, explanatory of his letter, April 15, to your Lordships, he says, referring, *inter alia*, to

the "downward tendency" in religious knowledge, "my "letter inculpated no one personally;" this is true, but it does more, for if the clergy are responsible for giving religious instruction to those who hereafter will for the most part become teachers in Church of England schools, and if Canon Latham's statement is correct, that these pupil-teachers show a downward tendency in religious knowledge, it is difficult to avoid coming to the conclusion that the clergy of this diocese who have apprentices in their schools are in their collective capacity inculpated, and that it is incumbent upon them to take measures for remedying the alleged deficiency.

Higher subjects not taught.

With a few creditable exceptions, instruction in the higher subjects, such as geography, history, and grammar, has been omitted since the introduction of the Revised Code. This omission has had a bad effect upon the teachers, the apprentices, and the children. It is not reasonable to expect that all the three subjects should be taught in every school, but there was no reason whatever why one of them might not have been included in the time-table and taught as formerly. The excuse made for not teaching any of these subjects was want of time, a plea which does not reflect much credit upon those who urged it, for practically there was no foundation for this excuse. In consequence of the Minute of 20 February 1867, by which extra grants are paid in aid of the support of schools on the condition (amongst others) of some extra subject being taught, I find that the teachers experience no difficulty now in reference to "time" for teaching either grammar or geography; the difficulty on their part is to enable a sufficient number of children to pass the examination, in consequence of their ignorance of any of these higher subjects and the impossibility of removing it in a short space of time. I have examined, since the introduction of the Minute of 26 February 1867, several schools in which children of the first and second classes were presented to me for examination in the geography of their own country, and their ignorance could scarcely be exceeded.

Forty candidates were presented in Standard VII. for examination, chiefly in geography; but more than half were from two schools, in which, owing to peculiar circumstances, the children remain longer than in most others.

I subjoin the following tables,* which show in a separate form the results of the individual examination in reference to boys', girls', mixed, and infant schools, the last Table F. contains a summary of the whole.

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* These tables include statistics collected from the examination of schools in the town of Derby, as well as from those in the other parts of my district, but in the following pages I have reported separately on the Derby schools.

BOYS (B.).

Standard.	Number of Passes in			Total Passes.	Number examined.	Average Age.		Per-centage of Passes.
	Reading.	Writing.	Arithmetic.			Years.	Months.	
VI.	127	137	133	397	147	12	9	90
V.	126	143	162	431	180	12	1	79
IV.	264	223	218	705	288	11	5	81
III.	411	432	389	1,232	459	10	4	88
II.	479	536	421	1,436	553	9	10	86
I.	376	462	390	1,228	484	8	8	84
Totals	1,783	1,933	1,713	5,429	2,111	10	10	85

GIRLS (C.).

VI.	69	79	69	217	79	13	0	91
V.	110	118	114	342	126	11	6	90
IV.	251	213	177	641	274	10	6	77
III.	334	332	241	907	371	9	6	87
II.	451	515	339	1,305	522	8	4	83
I.	424	473	402	1,299	494	7	6	87
Totals	1,639	1,730	1,342	4,711	1,866	10	0	84

MIXED (D.).

VI.	126	136	133	395	148	12	9	88
V.	231	251	278	760	299	11	8	84
IV.	528	462	407	1,395	569	10	8	81
III.	775	746	619	2,140	858	9	6	83
II.	924	1,033	751	2,708	1,066	8	7	84
I.	982	1,167	946	3,095	1,264	7	7	81
Totals	3,566	3,795	3,132	10,493	4,204	10	0	83

INFANTS (E.).

VI.	—	—	—	—	—	—	—	—
V.	—	—	—	—	—	—	—	—
IV.	—	—	—	—	—	—	—	—
III.	—	—	—	—	—	—	—	—
II.	43	49	41	133	49	7	4	90
I.	558	610	509	1,677	637	6	8	87
Totals	601	659	550	1,810	686	7	0	87

SUMMARY (F.) of TABLES B, C, D, E.

Standard.	Number of Passes in			Total Passes.	Number examined.	Average Age.		Percentage of Passes.
	Reading.	Writing.	Arithmetic.			Years.	Months.	
VI.	322	352	335	1,009	374	12	10	89
V.	467	512	554	1,533	605	11	9	84
IV.	1,043	898	802	2,743	1,131	10	10	80
III.	1,520	1,510	1,249	4,279	1,688	9	9	84
II.	1,897	2,133	1,552	5,582	2,190	8	6	84
I.	2,340	2,712	2,245	7,297	2,879	7	7	84
Totals	7,589	8,117	6,737	22,443	8,867	10	2	84

SCHOOLS IN DERBY.

Report of schools in the town of Derby.

As Derby, with the exception of Chesterfield, in which there are but two schools on my list of inspection, is the only large town in this district, it seems desirable to give a separate account of the schools I have inspected in it.

Population.

The population of Derby is about 40,000.*

Number of schools inspected.

The number of day schools connected with the Church of England, and which are in the receipt of annual grants, is 12.† Some of these are double schools, and two contain separate rooms for boys, girls, and infants. The number of departments formed out of these 12 schools is 24; of these, 6 are boys', 8 girls', 3 mixed, 7 infants'.

Names of these schools.

The following are the names of these schools:—

Boys' - St. Werburgh's.
Holy Trinity.
St. Alkmund's.
All Saints'.
Devonshire Street.
St. Andrew's.

Girls' - St. Werburgh's.
Holy Trinity.
St. Alkmund's.
All Saints'.
Derby and Lichfield Diocesan Practising School.
Traffic Street.
St. Andrew's.
Siddal's Lane.

Mixed - St. Paul's.
Christ's Church.
St. Michael's.

Infants' All Saints'.
Bag Lane.
Derby and Lichfield Diocesan Practising School.
St. Andrew's.
Christ's Church.
Traffic Street.
Siddal's Lane.

* 43,091 in 1861.

† There are two other National schools, St. John's and St. James'. The managers of the former have never invited inspection, and the latter is not conducted by a certificated teacher. There is also a third, the diocesan school in Friar Gate, in which a higher class of boys are educated.

TABLE 1. (Schools in the town of DERBY.)

Description of School.	Number of Schools.	Number of Children individually examined.	Number of Passes in			Total Number of Passes in Reading, Writing, and Arithmetic.	Per-centage of Passes in			Total Per-centage of Passes in Reading, Writing, and Arithmetic.	Average Attendance during the Year.	Present on the Day of the Examination.	Eligible for Examination but absent.	Under 6 Years of Age who have attended more than 200 times.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.					
Boys -	6	461	376	433	408	1,207	81	93	88	87	673	750	40	29
Girls -	8	707	624	681	592	1,897	88	96	83	89	1,083	2,160	42	235
Mixed -	3	244	192	224	190	606	78	91	77	82	442	471	11	170
Infants	7	137	124	133	109	366	90	97	79	89	760	914	2	511
Totals	24	1,549	1,316	1,471	1,299	4,076	84	94	83	87	2,958	4,295	95	945

Results of inspection.

From the foregoing table, which is drawn up on a similar plan to that of Table A. in the early part of this report, but is confined to particulars connected with the schools in Derby, it will be seen that the total number of children present on the day of inspection amounted to 4,295; of these, 1,549 being six years of age and upwards, and having attended more than 200 times, were individually examined in reading, writing, and arithmetic; besides those who were thus examined there were 945 under six years of age who had attended more than 200 times for whom a grant is paid without individual examination.

Average attendance.

The average attendance during the year was in boys' 673, in girls' 1,083, in mixed 442, in infants' 760, making a total of 2,958.

Number individually examined.

The number individually examined was 1,549; in addition to these, 95 had fulfilled the conditions of the examination, but were absent on the day of the inspection.

Number of passes.

The total number of passes amounted to 4,076. The number of passes in reading was 1,316 (84 per cent. of the whole number individually examined), in writing 1,471 (94 per cent.), in arithmetic 1,299 (83 per cent.). The total per-centage of passes in reading, writing, and arithmetic was 87.

Number presented in the respective Standards.

Of 1,549 thus examined, 84 were presented in Standard VI., 107 in V., 179 in IV., 279 in III., 373 in II., and 527 in I.

Average age.

The average age of those presented in Standard VI. was 12 years 8 months, in V. 11 years 7 months, in IV. 10 years 6 months, in III. 9 years 6 months, in II. 8 years 2 months, in I. 6 years 8 months. The average age of all that were individually examined was 9 years 10 months.

I have recorded the foregoing particulars with others in the following tabular form:—

DERBY SCHOOLS only.—TABLE 2.

BOYS.

Standard.	Number of Passes in			Total Passes.	Number examined.	Average Age.		Percentage of Passes.
	Reading.	Writing.	Arithmetic.			Years.	Months	
VI.	37	36	36	109	41	12	0	88
V.	26	38	42	106	41	11	9	86
IV.	42	36	40	118	46	10	9	85
III.	97	104	94	295	104	9	11	94
II.	84	103	82	269	112	8	10	80
I.	90	116	104	310	117	8	5	88
Totals	376	433	408	1,207	461	10	3	87

GIRLS.

VI.	31	36	34	101	36	13	1	93
V.	40	41	39	120	42	11	5	95
IV.	85	81	76	242	95	10	3	84
III.	118	128	100	346	133	9	5	86
II.	168	193	158	519	193	8	5	89
I.	182	202	185	569	208	7	7	91
Totals	624	681	592	1,897	707	10	0	89

MIXED.

VI.	4	7	7	18	7	12	11	85
V.	19	19	24	62	24	11	8	86
IV.	37	33	29	99	38	10	8	86
III.	31	36	28	95	42	9	4	75
II.	54	63	45	162	63	8	6	85
I.	47	66	57	170	70	7	6	80
Totals	192	224	190	606	244	10	1	82

INFANTS.

VI.	—	—	—	—	—	—	—	—
V.	—	—	—	—	—	—	—	—
IV.	—	—	—	—	—	—	—	—
III.	—	—	—	—	—	—	—	—
II.	5	5	5	15	5	7	2	100
I.	119	128	104	351	132	6	8	88
Totals	124	133	109	366	137	6	11	89

SUMMARY of BOYS, GIRLS, MIXED, INFANTS.

Standard.	Number of Passes in			Total Passes.	Number examined.	Average Age.		Percentage of Passes.
	Reading.	Writing.	Arithmetic.			Years.	Months	
VI.	72	79	77	228	84	12	8	90
V.	85	98	105	288	107	11	7	89
IV.	164	150	145	459	179	10	6	85
III.	246	268	222	736	279	9	6	87
II.	311	364	290	965	373	8	2	86
I.	438	512	450	1,400	527	6	8	88
Totals	1,316	1,471	1,289	4,076	1,549	9	10	87

Creditable state of these schools.

The state of these schools, taking them as a whole, is very satisfactory. For several years they have been in a creditable state of discipline, order, and efficiency, being conducted by the teachers with vigour and ability, and actively superintended by the clergy and managers. They are well attended, and nearly all have evening schools connected with them. A large number of pupil-teachers, both male and female, served their apprenticeship in these schools, entered training institutions, and having gained their certificates are now engaged in conducting schools in various parts of the country with satisfaction to the managers and credit to themselves. I have no hesitation in saying that I believe the Church of England schools in Derby will bear favourable comparison with those of the same description in any town in England. In speaking thus favourably of the efficiency of these schools, I feel I am only doing common justice to their supporters and the teachers. But there is another point to which, through the medium of this report, I would most earnestly and respectfully invite the attention of the lay members of the Church of England in Derby and of the clergy, with whom for many years I have been on most friendly terms. More schools are urgently needed in Derby. Two or three of those in operation might accommodate a few more children, but as a general rule the schools are full.

More schools required in Derby.

Localities where more schools are required in Derby.

I have now before me a map of Derby and its environs, on which the localities of the schools that I have inspected are marked with red ink, and the want of additional schools is only too apparent. Of late years the number of houses in Derby has greatly increased, and this is of course specially the case on the outskirts of the town, pieces of ground which at one time were waste or scantily built upon, are now covered with houses, these are the localities which are not adequately *protected* by schools, and if I may be permitted to point out where more are specially wanted, I should say it was in those parts of the environs of Derby which, com-

mencing from the Burton Road near Christ's Church, sweep round the town through the Uttoxeter, Ashbourne, Kedleston, and Duffield roads. It must not be supposed that these districts are without schools, but simply that more are urgently needed.

A new school for boys, girls, and infants has been built within the last three years in St. Andrew's district close to the railway station, and another in St. James' district, the latter has been in operation for three years, but only one of the two rooms was used for school purposes until the beginning of the present year (1868).

The following table shows the per-centage of passes in all the schools of my district for the years 1864, *1865, 1867*:—

Year.	Per-centage of Passes.		
	Reading.	Writing.	Arithmetic.
1864 -	79	87	58
1865 -	84	88	66
1867 -	85	91	75

I have the honour to be, &c.

J. J. BLANDFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, the Rev. A. T. BONNER, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* SALOP *and* STAFFORD.

MY LORDS, Coalbrookdale, January 1868.

I HAVE the honour to submit to your Lordships my report on the schools inspected by me in the year ending July 31, 1867.

Increase in the number of schools.

During the two years which have elapsed since the date of my last report 17 schools have become qualified for the receipt of annual grants by the employment of certificated teachers, viz., in Salop, Albrighton, Chelmarsh, Chetwynd, Church Stretton, Clun (girls' school), Harmer Hill, Hodnet (boys'), Kinlet, New Dale, Trefonen, and Wrockwardine Wood. In Staffordshire, Chebsey, Dresden, Hanford, Water Eaton, and Woodlane. Four of these are quite new schools, and three of them have been enlarged and improved. New schools have also been erected at Frankton and Bucknell, but these have not been placed in charge of certificated teachers.

On the other hand, four schools have ceased to apply for annual grants, Croxton, Battlefield, Clungunford, and Loppington. At Clungunford the endowment is large, and precludes all hope of a grant in so small a village. Concerning Loppington, I shall have some remarks to offer later on in my report.

Supply of pupil-teachers.

The total number of pupil-teachers in actual work in my district on July 31 was 90, being a decrease of two in the course of the year; 32 of these 90 were apprenticed in the course of the year. Of the 34 who have ceased to be employed 29 completed their apprenticeship, and five left for private reasons.

How affected by Minute of Feb. 20.

The minute of February 20, 1867 has not had the effect of increasing the applications for apprenticeship as yet so largely as I anticipated; but I have found, to my surprise, a very large proportion both of managers and teachers still ignorant of its provisions. Candidates have been presented from five schools, however, in which the teaching power would not have been increased but for the additional grant offered by the minute.

Number of schools and of children examined.

In the course of the past year I have examined 18,195 children, in 159 separate institutions, containing 231 departments; 33 of these schools were simple inspection cases with an attendance of 1,763, and 12 were night schools containing 278 pupils.

In the 186 day schools receiving annual grants 8,131

children were presented for individual examination with the following result:—

In reading	- 7,584 or 93·2	per cent. passed successfully.
In writing	- 7,274 or 89·4	„ „
In arithmetic	- 5,664 or 69·6	„ „

Comparing these numbers with those given in my last report I find that the per-centage of passes in reading and writing has increased, while in arithmetic it has seriously diminished.

Per-centage of passes compared with numbers given in previous report.

PER-CENTAGE OF PASSES.

	1865	1867
Reading - - -	90·7	93·2
Writing - - -	85·8	89·4
Arithmetic - - -	74·6	69·6

I am sorry to have to notice, however, that the improvement in the two former subjects is due almost wholly to increased accuracy in the easy work of the lower standards; while the falling off in arithmetic is found almost wholly in the more important work of the higher standards, especially the 5th.

Falling off in higher standards

This will be clear if I put side by side the results of the examination of Standards IV., V., and VI. only, in the two years already compared.

	1865	1867
Passes in reading -	98·0 per cent.	97·8 per cent.
„ writing -	75·4 „	76·2 „
„ arithmetic -	71·2 „	62·7 „

This diminution in accuracy is a very serious evil, and it is the more alarming since I had to report in 1865 a similar decline in the same standards from the success of 1863, in which year 81 per cent. passed creditably in arithmetic.

I am afraid that the statistics of the current year's examination will not show any arrest of this downward tendency; the proportion of failures in the last three months is even larger. Against this deterioration must be set a slight increase in the numbers presented in the higher standards; in 1865, 21·8 per cent., in 1867, 25 per cent.

This is a more serious evil than the insufficient instruction of the younger children, which was the subject of general complaint a few years ago.

attributable to the diminution of the teaching power.

The diminution of the number of pupil-teachers since that time has thrown more labour on the principal teachers, who find the little children as valuable to the school funds as the elder, and therefore spend more time with them than they did formerly, and the elder children suffer in a corresponding degree. It remains to be seen how far the minute of February will succeed in increasing the number of pupil-

teachers; but I do not look for any great improvement in the fault I have noticed, until their number is materially increased.

On the whole I think that children find the rise from the 4th to the 5th Standard to be the most difficult, both in reading and in arithmetic. I think it would be advisable to limit the 5th Standard to four tables of weights and measures, such as avoirdupois weight, long measure, cloth measure, and dry measure, or time.

There is reason to fear, too, that even passing the examination is an insufficient test of a child's real mastery of arithmetic. Many are able to work the mechanical part of a sum correctly, who cannot apply their knowledge in their daily life. I have recently therefore ceased to dictate simple numbers, and always give sums in the form of very simple problems to the three higher standards; hitherto with very moderate success.

This decline by no means universal.

Before passing to other subjects of examination I should mention that there are many schools in the district not only free from the partial failure I have mentioned, but deserving very high praise. In four schools every child presented succeeded in passing in all three subjects. St. George's, Wellington, in which 212 boys were examined; St. Alkmund's, Shrewsbury; Eaton Constantine; and Malin's Lee (girls'); the last mentioned school is not, however, equal in merit to the three others, the girls being all young and not far advanced. In 26 other schools more than 90 per cent. passed successfully, among which the following deserve especial notice; Lilleshall, Madeley (boys'), Pool Hill, Coalbrookdale Company's, Much Wenlock, Chirbury, Worfield (boys'), Cleobury Mortimer (boys'), Market Drayton (girls'), and Malin's Lee (boys'). To this list should be added Stokesay, one of the most interesting schools in my district, which I never visit without regretting that there is not a larger field for the exercise of the zeal and energy displayed in its management.

Religious knowledge.

Turning now to the remaining subjects of instruction I find that in just half of the schools I have reported that the children's religious kowledge is fair or good, in the other half it does not reach a fair standard. Nine schools obtained the mark "good," viz., Eccleshall (boys' and girls'), Cannock, Upton Magna, Oswestry (boys'), Cleobury (boys'), Worfield, St. George's Wellington, and St. Alkmund's Shrewsbury. Three were marked "excellent," Lilleshall, Eaton Constantine, and Whittington (girls'). In this last named school it is one of the pleasantest tasks in my year's work to hear Miss Jones teach and examine in Holy Scripture. In many of the schools marked fair the elder children answered very well, but the lower classes seemed less carefully taught.

Instruction in this subject not always systematic.

I find a school usually divided for religious instruction into two, sometimes into three groups, and in most cases the principal teacher confines himself almost wholly to the highest division, leaving the rest to the care of a pupil-teacher or monitor. And even in the teaching of the higher group I am often astonished at the little sense of the points of a story displayed by teachers otherwise competent. The list of the plagues of Egypt, the names of Jacob's sons, the halting places of the Israelites in the Wilderness, I have heard repeated with curious accuracy by a whole class of children who could not tell the meaning of the Ten Commandments, nor find any pattern or warning in the lives of Jacob and Joseph. In the diocese of St. Asaph, which includes part of North Shropshire, there is a system of very careful diocesan inspection, and every year certain books are announced as the subjects for the next examination. Very few of the schools in that neighbourhood failed to gain the mark "fair."

I carefully refrain from enjoining any book as needful for my examination; but I always recommend that a school should be divided into three groups at least, of which the lowest should be taught with the aid of pictures. Where this is carefully and intelligently done I find that in a year the little ones readily learn all the chief stories of the Bible, instead of the Creation and the birth of our Saviour, which two lessons I not unfrequently find to be the sole result of the year's work. For the next group I suggest the same stories in connexion with the Creed, the Lord's Prayer, and the Ten Commandments. If children are taught to connect the manna, Elijah in the famine, the feeding of the 5,000, and so on with "give us this day our daily bread" they are less likely either to make nonsense of the prayer, or to miss the point of the story. The highest division may then take a special portion of the Bible and Liturgy for more careful and accurate study.

Geography, history, &c.

The Minute of February 20th has hitherto been taken too little advantage of in my district. Several teachers, however, have informed me that they intend to claim the extra grant at the next examination. Of the schools which I inspected in the past year 13 only succeeded in gaining the mark "fair" for instruction in one of the higher subjects. Four of these schools passed with much credit, St. George's Wellington (boys), Lilleshall, Cleobury Mortimer (boys), and Stokesay.

Instruction in these subjects should be enforced.

If the Minute should not be generally adopted I should be very glad to see it enforced. The proper instruction of 89 boys is too heavy a task for any but masters of very remarkable teaching powers; and it seems something almost disgraceful that boys who may have to emigrate, or who have relations abroad, should know nothing of the world they live in; and something not disgraceful only, but dangerous, that

those who will hereafter have to take part in the government of the country should grow up ignorant of the glories of their national history.

Needlework.

There is no subject taught in which there is greater diversity of excellence than in the needlework. In a large proportion of the schools some good work is done, but the cases are much fewer in which pains and skill in teaching are shown by the general character of the work throughout the school. The mistresses at Lilleshall, Newcastle St. George's, Sandon, Keele, Donington Wood, Shrewsbury St. Mary's, Shrewsbury St. Chad's, Stockton, Cleobury, and Acton Trussell deserve much credit for diligence and success. In the last mentioned school the amount earned by the girls' needlework is no inconsiderable item in the school income. Last year's accounts show a profit of more than 12*l.* The managers purchase materials, which are made up in the school; and the work has so good a reputation in the neighbourhood that it is easy to dispose of as many garments as can be made in the year.

Cooking might be more generally adopted without difficulty.

Cooking is taught in two schools only, Hopesay and Stokesay, the latter a school in which no means of awakening the intelligence of the children are left untried. The great aim of the instruction is to practise girls in the most economical way of preparing food, with the aid of such apparatus only as is to be found in every fairly furnished cottage. The kitchen of the schoolhouse, with its oven and open fireplace, supplies the needful accommodation. Provisions are purchased with part of the alms collected in the church, and, when cooked by the girls, are distributed in lieu of money among the sick and infirm of the parish. I think that such a system would be more widely adopted if it were generally known with how little fuss, how little expense, and with what success it may be carried out.

Evening schools.

The number of evening schools has increased in the past two years from 9 to 16, six of which I examined personally. Of the remainder two did not present any for examination. Of those I examined three are very large and flourishing schools in the mining district of Shropshire, viz., Madelley, Coalbrookdale, and Pool Hill (Coalbrookdale Company's).

I have been astonished to find in an evening school young men who rose to the second class of a day school before leaving to go to work, and in a few years have come to the night school ignorant of even the letters of the alphabet. I had heard this stated, and was somewhat incredulous until I found it really the case.

Amount of provision for elementary education in Salop.

The remainder of my report I propose to devote to remarks on the provision made for elementary education in my district.

Two years ago I stated in my report that there was a large parallelogram in Shropshire, containing 450 square miles,

with but one school in receipt of aid from the annual Parliamentary grant. I am able to report a slight improvement in this point. Two additional schools have recently been added to the list of annual grant cases; two more have certificated teachers, although no grants are claimed; and a fifth has been inspected with a view to the examination of the mistress at Christmas next.

This increase, however, is very small in comparison with the needs of the neighbourhood. In fact, throughout the county of Salop the number of children in attendance falls considerably short of the proper per-centage of the population.

Proportion of accommodation and attendance to population.

In the whole of my district, containing the county of Salop, together with the census divisions of Newcastle-under-Lyme, Stone, and Penkridge in the county of Stafford, the number of inhabitants in 1861 was 325,564. If the estimate is true that 16 per cent., or about one-sixth of the population, should be at school, 54,260 ought to be under instruction within the district; or if 14 per cent. is, as has been asserted, the average attendance through England and Wales, there should be in the various schools 45,578. The following statistics of the actual attendance will show how much has to be done before this result is attained.

How far short of what is required.

In the schools receiving annual grants, 126 in number, there is—

Accommodation for	- -	21,875 children.
Present on the day of inspection		16,164 „
Average attendance	- -	12,749 „

In addition to the annual grant schools, I inspected 33 which had received building grants or invited inspection; and there are 24 more which I was unable to visit. If it is fair to assume that these latter are on the same scale as the 33 inspected schools, there would be in the whole 57—

Accommodation for -	- 4,022
Present on a given day	- 2,972
Average attendance -	- 2,334

Within the same area there are 14 schools in connexion with other religious denominations. Of these schools eight only appear to receive annual grants, according to the list published in your Lordship's volume of Minutes for 1866–67. Assuming, however, the six concerning which no returns are given to afford the same accommodation as the rest, and to have the same proportion of average attendance to area, the following numbers must be added—

Accommodation for -	- 3,603
Present on a given day	- 2,663
Average attendance -	- 2,100

Or, taking together all the schools which have received any kind of aid from your Lordships in Salop and the parts of Staffordshire contained within my district, there is—

Accommodation for - 29,500, or 9·06 of the population.
Present on a given day 21,798, or 6·69 „
Average attendance - 17,193, or 5·28 „

To these numbers must be added the attendance at private schools, the amount of which I have no means of conjecturing; but if a very ample margin is allowed for them, it is hardly possible to avoid the conclusion that large numbers of children who need instruction are left without it; partly, it may be, for lack of school accommodation, but still more for lack of proper interest on the part of their parents.

Proposed means of supplying the deficiency.

For the latter cause compulsory attendance is suggested as a remedy; for the former, permissive or compulsory rating. There are facts in the circumstances of my district which bear strong evidence in favour of the adoption of both these remedies.

Evidence for the need of rating.

Within the limits of my district there are no fewer than 44 villages, each with a population exceeding 500, which do not receive any aid from your Lordships. Ten of these villages have schools subject to inspection in consequence of having received a building grant; in two more certificated teachers are soon to be employed; three others I have visited by request of the managers. Of the remaining 29 I know very little, but I cannot imagine that there is any real difficulty in the way of establishing in every one of them a school entitled to claim Government aid. In each there ought to be an attendance of 50 children at the least, who ought to contribute annually in school fees, at 2*d.* each weekly, 20*l.*, and to earn a grant of 25*l.* annually from your Lordships, thus leaving a very small sum to be raised by local subscriptions.

In the same area there are 18 villages, each containing less than 500 inhabitants, the largest of them being smaller than the smallest of those just spoken of, which yet succeed in maintaining very efficient schools under certificated teachers; and yet, looking at the two lists side by side, I cannot discern that the latter are more favourably circumstanced than the former, except in the fortune of having clergy or resident gentry more active and interested in promoting the education of their labourers.

There are, moreover, two typical cases bearing on the same point which I think it my duty to notice.

In one of the four schools mentioned in the first page of my report as no longer under the charge of certificated teachers, Loppington, I was informed that the managers intended to discourage the attendance of children after the age of infancy, for learning only tended to make labourers

dissatisfied with their condition, and less civil and obedient to their employers.

The second case is that of Middleton in Chirbury. On the occasion of my visit, three years ago, the incumbent complained of the heavy expense of the school; the value of his living being 100*l.* a year, out of which he had to pay 20*l.* annually for the school. On inquiry I found that children of all classes were admitted on payment of 1*d.* weekly, and recommended the adoption of a scale of fees varying in accordance with the means of the parents. The scale fixed on was as follows:—children of agricultural labourers, 1*d.* per week; of miners and others earning more than 14*s.* per week, 2*d.*; of farmers paying more than 100*l.* a year rent, 7*s.* 6*d.* per quarter. The result was unsatisfactory. The farmers refused to pay the higher fee, and the clergyman most liberally, though I cannot but think unwisely, determined to lower their fee to 3*d.* weekly, and thus to saddle himself still with the very heavy tax upon his means in order to provide education for those who were fully able to pay the needful sum for themselves, but who, to use his own words, "would "have suffered their children to grow up in utter ignorance "rather than pay that money."

Rating would put an end to voluntary effort.

Fortunately such cases are rare in my experience; if they were general I should feel little hesitation in recommending compulsory rating. If it were possible to legislate for such cases only I should rejoice; but I cannot but believe that the first rate levied will be the signal for the discontinuance of all voluntary subscriptions. The two systems cannot co-exist. No one will bear needless expense; and every other source of income will be needless if all deficiencies are supplied by a rate. Nor would a permissive bill be less certain to lead to this result than a compulsory one The power of enforcing a rate would be a ready argument in the mouth of an unwilling subscriber, and an easy resource for the managers in case of any difficulty in raising the requisite funds; so that voluntary effort would be paralyzed, and the zeal and interest in the cause of education which voluntary effort supplies would be lost.

Compulsory attendance much more needful.

At present, at all events, the liberality of subscribers, even though in some cases it is scant, is yet far in excess of the eagerness of parents to avail themselves of it. 45 per cent of the accommodation provided in my district is still unoccupied; and I feel certain that if managers generally were sure of due attendance, which implies a large amount of income both in school pence and grant, complaints of inability to provide requisite funds for a certificated teacher would cease at once; in other words, I believe that compulsory attendance would render compulsory rating needless. It is irregularity of attendance which is the sore point in our schools; which frus-

trates the efforts of the most energetic teachers; and deters managers from engaging in what may turn out to be useless expenditure.

It is confessedly difficult to apply the principle of the Factory Acts to agricultural labour. A simple half-time system is impracticable; but it might be provided that all children employed between the ages of 8 and 12, or 10 and 13, should be compelled to produce, at the beginning of each year, a certificate attendance at school for 75, or 100, days in the course of the year preceding. If this rule were made applicable only to children living within a mile and a half of a school with unoccupied room, all reasonable ground of complaint would be taken away.

I cannot see any abridgment of liberty in compelling parents to provide for the education of their children. A father who leaves his child to starve is liable to be criminally punished; and it is no less injury to the person whose rights are first to be considered, *i.e.*, the child's, to keep him in ignorance, and thus to condemn him to a permanently lower station in life, and to deprive him of those higher pleasures which chiefly make life worth having.

I have the honour to be, &c.

ARTHUR T. BONNER.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. W. CAMPBELL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* MIDDLESEX *and* SURREY, *and in the* CHANNEL ISLANDS.

MY LORDS,

I HAVE the honour to lay before you my report for the years 1867-8 of the schools inspected by me in the counties of Middlesex and Surrey, and the Channel Islands.

No material change since last report.

No material change has taken place in the extent or the working of my district since the date of my last report, and there seem to be so few points of sufficient importance to be brought formally before your Lordships' notice that probably a short space will be sufficient for the performance of this part of my official duty.

All that I shall have to say will naturally range itself under two heads, *teacher* and *scholars*.

No. of teachers and scholars.

The following table will show the numbers of both who have passed through my hands; (*a*), during the two years ending August 31st, 1865, and (*b*), during the same period ending August 31st, 1868.

(*a.*) 1865:—

(1.) Number of children in average attendance:—

Boys	13,684
Girls	10,299
	23,983

(2.) Number of teachers:—

Certificated	241
Pupil	296
Assistant	45
	582

(*b.*) 1868:—

(1.) Number of children in average attendance:—

Boys	10,274
Girls	8,080
	18,354

(2.) Number of teachers:—

Certificated	232
Pupil	209
Assistant	23
	464

From this it will be apparent that there has been a considerable diminution in the numbers of teachers, scarcely, it would seem, in proportion to the decrease of scholars in

attendance. The falling off in the numbers of pupil-teachers is attributable to several causes, but more especially to the fact that those apprenticed under the Old Code have been worked off, and that managers are unwilling to undertake the responsibility of entering into *private* engagements with young people of the same standing and value in the labour market. The diminution in the number of assistant teachers can be accounted for by the value which the employers of labour place upon their five years' training and instruction, and the anxiety of the young people themselves at the end of their engagements to throw up school work altogether and enter some other profession in which they think they shall find less drudgery, more excitement, and higher emolument.

The candidates who present themselves to me for election are still very few in number, but, I am happy to say, of a better station in life, and most decidedly of higher attainments; they do not, however, in a large proportion of instances complete the full terms of their agreements, but disappear from school life, either from their own unsettledness of character or from the real or fancied opinion of managers as to their incapacity. There is a wide-spread and natural want of confidence on many points connected with educational matters, in those whose duties connect them with the subject, and a shrinking anxiety as to changes which all plainly recognize as inevitable.

Teachers.

I have always felt it my duty to speak in as high terms as I conscientiously could of the zeal, diligence, and integrity of the certificated teachers of my district, and I take this opportunity of repeating my opinion, which still holds good. The strain upon the principal teacher is very great under the work demanded by the Revised Code, and making every allowance for the fact that the inspectior meets the master and mistress on the day on which those three dreadfully hard months preceding the examination of the school culminate, and that so many important results depend upon the few hours of his (the inspector's) presence there each year seems to leave the marks of increasing care and anxious toil on the appearance and manner of the teacher. This is particularly the case in those instances, happily not numerous, where the teacher's salary consists almost entirely of the annual grant. This is, in my opinion, a most unfair arrangement, and I am convinced quite opposed to the spirit of your Lordships wishes.

Instruction.

With regard to the instruction of the scholars, very little change has taken place since my last report, although I am constrained to say that the change, such as it is, is not in most cases of a progressive character.

Reading

First, the *reading* of the older children, in girls' as well as in boys' schools, although perhaps fluent enough, wants that

intelligence and expression which result from a clear knowledge of the meanings of the words employed, and a fair appreciation of the general sense of the passage. This I believe to be caused by the teacher having been content to arrive at nothing more than a mechanical readiness of utterance, which he supposes to be all that is required to ensure a "pass" mark to the reader. I am afraid that the old custom of questioning upon the passage read, and explaining the force and meanings of the words of which it consists prevails but too little in the very best schools. At least, I have asked in such schools the meaning of the words "similar," "diminution," "numerous," &c., but without success. This fault does not exist to such an extent in the lower standards, whose reading books are easier and contain more familiar words. The reading of poetry by the 5th Standard is by no means satisfactory, and I am inclined to think that it would be better to confine them to prose a degree less difficult than that of the 6th Standard.

Writing. *Writing from dictation* is not improved in my district, at least that on paper, although the exercise prescribed in the first two standards is performed with success. The schools in which the writing is best are those where the aim has been to make every child write exactly the same kind of hand. The type of handwriting in girls' schools is much better, and the Italian angular scrawl of 10 or 12 years ago is now fortunately of very rare appearance.

Arithmetic. The *arithmetic* is, however, the most unsatisfactory of all the Code subjects. Many of my most persevering and skilful teachers have told me that it is almost impossible to preserve the standard originally proposed for this part of the examination. Among other things it seems to be very difficult to accomplish in one year the step from the requirements demanded from the 1st Standard to those prescribed for the 2nd. It has struck me that the subjects of the 5th and 6th Standard might advantageously change places, the former doing bills of parcels and practice, and the latter questions (problems) in weights and measures, with the addition of questions in simple rule of three.

Religious knowledge. Of the religious knowledge I can only repeat my remark of 1866:—"I am compelled to say that I consider the religious instruction in schools of my district to be not sufficiently advanced or soundly given to serve as a test of the general intelligence of the school, *independently of any higher consideration.*"

Higher subjects. The higher subjects of geography, English history, and grammar, I find almost wholly given up. The reason seems to be that both teachers and managers are nervously jealous of every hour which is given up to any other subjects than those, proficiency in which will produce your Lordships'

grants. This I conceive to be very shortsighted, as an occasional change of occupation would relieve both teacher and children; and my experience shows that in the schools in which one or more of these additional subjects are taught, the three mechanical subjects are the most successfully and intelligently learned. Your Lordships' Minute of 20th February was intended to meet two evils which at present exist, viz., a deficiency of responsible teachers in schools, and a lack of practical information upon topics beyond those already prescribed. This offer I do not find taken advantage of so generally as might have been expected. It would seem not to have gone far enough. The conditions and restrictions of the Minute, as to amount of teaching power, &c., necessitate in those very schools where its influence would be most advantageous a preliminary outlay of money, which would in in the end render the additional grant of no appreciable value. Should your Lordships see fit hereafter to extend and modify the principle of this Minute, I believe it would work with great advantage.

Minute of 20th Feb. 1867.

I have not had leisure to visit many of the simple inspection cases according to your Lordships' instructions, but I know enough of the circumstances of the rural and outlying localities to feel sure, that if some system of inspection and payment upon results were to be extended to them it would in a very great degree stimulate them to local exertion, and go very far to bring a large number of children under an improved and more wholesome educational influence.

Simple inspection cases, and extension of aid to poor districts.

There are only three schools in my district under provisionally certificated teachers. These are Wanborough and Tongham in Surrey, and Gouray in Jersey, and I can safely say they are three of the most pleasing and efficient country schools that I have ever met with. The plan seems to work admirably, and I should wish to see such teachers spread more widely over the country. The care of forty children organised as a mixed school seems to be a work just suited to the capacity of a well trained and conscientious ex-pupil teacher.

Provisional certificates.

There are only 17 night schools in this district, almost all of which have been examined by local officials under the regulations contained Nos. 142 to 149 of the Revised Code. Their proficiency and usefulness vary in different localities, and under different conditions, and are chiefly promoted by the peculiar aptitude of the teacher for this very difficult and exceptional work, and the personal supervision of the clerical manager. The new mode of examination works, in so far as I am in a position to decide, very successfully.

Night schools.

This year I paid my third visit to the Channel Islands schools, and have to say that I find no reason to modify the tenour of the remarks upon them which your Lordships

Schools in the Channel Islands.

allowed me to make in my last general report. They are still maintained, managed, and conducted with assiduity, judgment, and skill. There is, however, what appears to me to be a very unfortunate and unnecessary exception to this
Grouville rule of efficiency. Some years ago a considerable building grant was allotted by your Lordships towards the erection of schools in the parish of Grouville in Jersey. Handsome and commodious buildings were erected, and for a short time the schools were successfully conducted. Circumstances, however, of a very complicated character, and, as far as I can understand them, not entirely connected with educational reasons, have led to the school remaining closed for several years. The chief cause alleged for this unfortunate state of things is the inability of the locality to furnish pecuniary support to the school. Grouville was, however, described to me as being one of the most opulent parishes in the island; at least it is much more so than many others in which there are flourishing schools maintained by private liberality. In any case, the fact remains, that nearly new and very handsome buildings stand untenanted and grass grown by the side of one of the principal high roads to the chief town, and no other provision has been made for the educational wants of a very considerable population.

I have the honour to be, &c.

W. CAMPBELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. S. J. G. FRASER, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CHESTER, STAFFORD, NORFOLK, *and* SUFFOLK.

MY LORDS,

I HAVE the honour to present my report for the two years ended August 31st, 1867.

Inspections in Norfolk and Suffolk.

During that period, besides the schools belonging to my own district, I inspected, in pursuance of your Lordships' instructions, 16 schools with 23 departments in the district then belonging to my colleague, Mr. Meyrick. At these examinations, which occupied 18 days, from 30th January 1866 to 22nd February, there were present 672 boys, 522 girls, and 156 infants in the day schools, and 21 females in the night school.

Supply of pupil-teachers.

In the year ended August 31st, 1866, I held five examinations of pupil-teachers and candidates for that office, and in that ended August 31st, 1867, I held six such examinations. I subjoin two tables of the numbers present at each, with the dates. Those marked with the letter *c* were candidates for the office, taking the advanced papers under which their numbers appear.

Date of Examination.	Candidates.		Year of Apprenticeship.									
			First.		Second.		Third.		Fourth.		Fifth.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
9 September 1865	4	—	1	1*c*	—	—	1	3	—	1	2	1
30 " "	8	4	2*c*	2	2	1	1	2	—	4	5	4
28 October "	2	2	—	6	2	6	1	1	2	2	2	1
2 December "	5	4	—	1	1	2	—	1	—	—	1	2
28 April 1866	7	19	8	11+1*c*	3	5+2*c*	2	7	2	8	1	7
Totals Males	26	—	9+2*c*	—	8	—	5	—	4	—	11	—
Totals Females	—	29	—	20+2*c*	—	14+2*c*	—	14	—	15	—	15

22 September 1866	2	3	3	1*c*	1	—	—	—	1	2	—	2
20 October "	1	7	5+1*c*	1+1*c*	—	2	2	1	1	2	—	2
3 November "	3	4	2	2	—	6	3+1*c*	6	—	1	2	2
1 December "	2	5	3+2*c*	3+1*c*	—	—	—	1	—	1	—	—
16 March 1867	4	8	2+1*c*	4+1*c*	2	3+1*c*	1	2	1	2	1	1
11 May "	6	23	3	6+1*c*	4	6+1*c*	1	6	—	5	1	5
Totals Males	18	—	18+4*c*	—	7	—	7+1*c*	—	3	—	4	—
Totals Females	—	50	—	16+5*c*	—	17+2*c*	—	16	—	13	—	12

From these tables it appears that in the former year there were 61 candidates, taking candidates, first or second papers, and in the latter year 80 candidates, taking candidates, first,

second, or third year papers. Of the former set 41, of the latter set 62 entered on their profession. During the former year 19 vacancies occurred in different schools, and during the latter year there were 29 vacancies. So that there would be 22 additional pupil-teachers for the year ended August 31st, 1866, and 33 for 1866–7. These numbers would be further reduced by the expiry of agreements by 26 in 1865–6, and 16 in 1866–7. The total decrease would appear to be 4 in 1865–6, and the total increase in 1866–7 would be 17, which would be equivalent to an increase of 13 in those two years over the number engaged at the end of August 1865.

Increase of schools inspected.

The number of new schools which have been inspected for annual grants in 1866–7 is six. The number of new schools which have been visited for simple inspection in the same year is five. In the former year the total number inspected was 118 annual grant schools, and 26 simple inspection schools. In the latter year 135 of the former and 5 of the latter were visited.

Instruction improved under the Revised Code.

Two more years have passed in which the working of the Revised Code has been tested, and the results show a decided improvement in the direction in which the report of the Royal Commission showed that there had been a defect in the elementary instruction. Speaking generally, the detail work of the primary subjects has been very carefully attended to by the teachers as well as the managers, and the children have become much more accurate in each subject. This remark applies equally to all the children in the schools, and it cannot now be said that any child in a school under a certificated teacher is unduly advanced over others in the same school, or allowed to remain in a state of ignorance of the merest elements of his work, because he happens to be placed in the lower part of the school. The elementary subjects are taught very methodically in some schools, in others they are systematically combined with the usual subjects that used to be taught under the Old Code. In others again the instruction of the school is carried on for eight or nine months of the year without any special reference to the coming examination, on which the grant mainly depends, and the chief stress of the work is directed to the general cultivation of the children's minds, by which they are taught to take interest in their work, and so in a certain degree spontaneously develop their thinking faculties. The success of such schools is pretty uniform, whilst those where the system is only recently introduced or the teacher still lacks experience in the methods adapted to their instruction, proportionately suffer on the day of examination. The following specimen of the scheme of instruction (which has since been slightly altered in some minor details without affecting the general arrangement), adopted in one of the most successful schools

Scheme of instruction used in Bollington N.S., and Bollington Cross N.S.

of this district, viz., Bollington National School, will be perused with interest and serve to show the method by which the details of the elementary work may be combined with the due development of the intelligence of the children. The same scheme was adopted for the Bollington Cross National School. It should be stated that this scheme was devised and adopted before the late Minute of the 20th February of this year was issued, and consequently the subjects of religious instruction were the points by which more especially the intelligence of the children was fostered and ripened. And this cultivation reacted upon the other subjects of special examination, so that the children generally passed well and showed a thoughtful knowledge of their work.

Month.	Standard.	Reading, Writing, Dictation.	Arithmetic.	Tables.	Holy Scripture, &c.
1st	I.	3 chaps.	Add up to 8.	—	—
	II.	4 „	Add columns of 3 figures	Say up to 3 times	Say to the end of the "Baptismal Covenant."
	III.	3 „	Addition and subtraction	Division up to 3 times	Write the above.
	IV.	6 „	Add columns of 4 figures	Write farthings to 6*d.*	—
	V.	8 „	Add columns of 4 figures	Tables of weights.	—
	VI.	—	Practice—pence and farthings	Aliquot parts of 1*s.*	—
2nd	I.	6 chaps.	Add up to 12.	—	—
	II.	8 „	Add columns of 4 figures	Say up to 6 times	Say to the end of the Creed.
	III.	6 „	Addition, subtraction, and multiplication up to 5 times.	Division to 6 times	Write the above.
	IV.	12 „	Add columns of 6 figures	Write farthings to 1*s.*	—
	V.	16 „	Add columns of 6 figures	Linear measures.	—
	VI.	—	Practice—shillings only	Aliquot parts of £1.	—
3rd	I.	9 chaps.	Add up to 16.	—	—
	II.	12 „	Add columns of 5 figures	Say up to 9 times	Say first four Commandments:
	III.	9 „	Addition, subtraction, and multiplication up to 9 times.	Division to 9 times	Write the above.
	IV.	18 „	Subtraction	Write pence to 5*s.*	—
	V.	24 „	Subtraction	Square and cubic measures.	—
	VI.	—	Practice—farthings, pence, and shillings.	Aliquot parts of a ton.	—
4th	I.	12 chaps.	Add up to 20.	—	—
	II.	18 „	Subtract a row of 4 figures	Say up to 12 times	Say last six Commandments.
	III.	13 „	Addition, subtraction, and multiplication to 99 times.	Division to 12 times	Write the above.
	IV.	26 „	Addition and subtraction	Write pence to 10*s.*	—
	V.	34 „	Addition and subtraction	Measure of capacity, liquid.	—
	VI.	—	Practice—£ *s. d.*	Aliquot parts of cwt. and qr.	—
5th	I.	15 chaps.	Add to 20, subtract to 4.	—	—
	II.	24 „	Subtract a row of 6 figures	Write up to 3 times	Say to the end of "Duty towards God."
	III.	17 „	Addition, subtraction, and multiplication by 3 figures.	Write division to 3 times	Write the above.
	IV.	34 „	Multiplication by 1 figure	Write shillings to 7*l.*	—
	V.	44 „	Multiplication by 1 figure	Measure of capacity, doz.	—
	VI.	—	Bills of parcels	Aliquot parts of lb.	—
6th	I.	18 chaps.	Add to 20, subtract to 8.	—	—
	II.	32 „	Addition and subtraction	Write up to 6 times	Say to the end of "Duty towards my Neighbour."

Month.	Standard.	Reading, Writing, Dictation.	Arithmetic.	Tables.	Holy Scripture, &c.
	III.	21 chaps.	Multiplication, division to 4 times.	Write division to 3 times	Write the above.
	IV.	42 „	Multiplication by 2 figures	Write shillings to 10*l.*	—
	V.	54 „	Multiplication by 2 figures	Time.	—
	VI.	—	Quantities with fractions	Aliquot parts of oz.	—
7th	I.	21 chaps.	Add to 20, subtract to 10.	—	—
	II.	40 „	Addition and subtraction	Write up to 9 times	Say to the end of "The Address and Lord's Prayer."
	III.	25 „	Multiplication, division to 6 times.	Write division to 9 times	Write the above.
	IV.	50 „	Division by 1 figure	Write pence from 5*s.* backwards.	—
	V.	64 „	Division by 1 figure	Weights and measures.	—
	VI.	—	Practice—weights	Aliquot parts of money.	—
8th	I.	24 chaps.	Add to 26, subtract to 10.	—	—
	II.	48 „	Addition and subtraction	Write up to 12 times	Say to the end of "The Desire."
	III.	29 „	Addition, subtraction, division to 9 times.	Write division to 12 times.	Write the above.
	IV.	60 „	Division by 2 figures	Write pence from 10*s.* backwards.	—
	V.	76 „	Division by 2 figures	Weights and measures	—
	VI.	—	Practice—measures	Aliquot parts of weights.	—
9th	I.	27 chaps.	Add to 20, subtract to 10.	—	—
	II.	58 „	Addition and subtraction	Say or write tables	Catechism.
	III.	36 „	Multiplication, division to 12 times.	Say or write division tables.	Questions on the Baptismal Covenant.
	IV.	75 „	Addition, subtraction, and multiplication.	Write shillings from 10*l.* backwards.	—
	V.	88 „	Addition, subtraction, and multiplication.	Weights and measures.	—
	VI.	—	Practice and bills of parcels	Aliquot parts of measures.	—
10th	I.	9 chaps.	Add to 20, subtract to 10.	—	—
	II.	71 „	Addition and subtraction	Say or write tables	Catechism.
	III.	44 „	Simple rules	Say or write division tables.	Questions on the Creed.
	IV.	95 „	Multiplication and division by 3 figures.	Money tables.	—
	V.	110 „	Multiplication and division by 3 figures.	Weights and measures.	—
	VI.	—	Practice—weights and measures.	Aliquot parts.	—
11th	I.	18 chaps.	Add to 20, subtract to 10.	—	—
	II.	36 „	Addition and subtraction	Say or write tables	Catechism,
	III.	22 „	Simple rules	Say or write division tables.	Questions on the Ten Commandments.
	IV.	48 „	Money rules	Money tables.	—
	V.	55 „	Weights and measures	Weights and measures.	—
	VI.	—	Practice and bills of parcels	Aliquot parts.	—
12th	I.	27 chaps.	Add to 20, subtract to 10.	—	—
	II.	71 „	Addition and subtraction	Say or write tables	Catechism.
	III.	44 „	Simple rules	Say or write division tables.	Questions on Duty towards God and our Neighbour.
	IV.	95 „	Money rules	Money tables.	—
	V.	110 „	Weights and measures	Weights and measures.	—
	VI.	—	Practice and bills of parcels	Aliquot parts.	—

The portions left blank in the last column were devoted to the special scheme of religious instruction, which included instruction on the sacraments. The chapters of the third column were taken from the reading books of the school, which by this plan were read through completely in succes-

sive portions, and in all the standards (except the first, in which the recapitulation commenced a month earlier), were gone through a second time in the last two months of the year. The reading books were of the series issued by the Society for Promoting Christian Knowledge, being the first book for the 1st Standard, the second book for the 2nd Standard, the first and second sequels to the second book for the 3rd Standard, the third book for the 4th Standard, the supplement to the third book and the fourth book for the 5th and 6th Standards. Provision was made for the instruction of children who did not enter the school at the beginning of the school year, by draughting such children from the class for the special subject in which they might be deficient, and teaching them by the aid of monitors. If at the monthly examination, which the incumbent himself conducted, these children were found, after at least a month's instruction, to be too backward for their class, they were removed to the next lower class. The interruption caused by the holidays was not found to be a practical impediment to the carrying out of this scheme in its general features.

Provision for instruction of irregular or lately admitted scholars.

Scheme not impeded by vacation.

In these schools as well as in the Stoke-on-Trent National schools there is a considerable number of half-timers, who stand the test of individual examination very well in all subjects, except reading in the two lowest standards, and except spelling in the four highest. The operation of the Half-time Act has been and continues to be very beneficial, and seems to be improving the condition of the children from the low and even degraded state of physical health and moral culture for which they were becoming lamentably conspicuous. The managers find such children generally to be anxious to learn, and after the first experience of the necessity of submission, in order that they may themselves profit by the instruction and not impede the progress of their school-fellows, often form a substantial support to the general order of the school. Their admission has not reduced the attendance of the whole day scholars or disorganized in any way the system of teaching, whilst the release from prolonged and too laborious toil has materially tended to abate the evils which were so largely impairing the health of the population of the Potteries.

Instruction of half-time scholars.

Attached to the Stoke-on-Trent main school is a department in which children are instructed who are capable of paying a more advanced fee for the education they receive. They are taught, if capable of reaching the class, in a separate room, and receive instruction in one or more subjects of a more advanced character. They are assembled in the main room, and after prayers remove to their class-room. The presence of their number will, it is hoped, tend to elevate the character and tone of the children who attend the school, by

Higher department in Stoke-on-Trent N.S. and its good effects.

inculcating self-respect and something of courtesy and even refinement.

Good effects of a similar plan in other schools.

In the other three large schools of my district, viz., Burton-on-Trent Christ Church National School, Kidsgrove Church of England School, and Macclesfield Christ Church National School, no half-timers are admitted. In each of these scholars of a similar class are admitted, and the same tendency becomes more largely conspicuous. These schools (as well as many others, where the attendance is, however, less numerous,) are distinguished by very good discipline and very thorough instruction of an extended range, and are remarkably characterized by courtesy of demeanour and ready intelligence.

Simple inspection schools.

There are still some schools where the teacher, not certificated, is allowed to take the children for his own profit, but, I fear, not much to theirs. In these generally the discipline, organization, and method of instruction are entirely defective. In others again such teachers often conduct their schools with exemplary regularity and considerable success, and only need encouragement to get rid of their diffidence with respect to the certificate examination to become fully qualified to receive Government assistance for their schools.

Proportion of A.G. and S. I. schools in a portion of the district.

In the list of the schools given in the Lichfield Diocesan Calendar for the Archdeaconry of Stafford, within which the greater portion of my district lies, there are 171 schools in the census districts assigned to me. Of these, 80 schools have been inspected for annual grants, and 20 more for simple inspection. The remaining 71 are most of them, I believe, under diocesan inspection; but there are still a great many schools which are not visited systematically. The numbers quoted above only refer to my own district. A great portion of the remaining schools in the same archdeaconry, as well as in the rest of the diocese, fall under inspection by Her Majesty's Inspectors, or Inspectors who report to the Diocesan Board of Education.

Bible prize scheme of the Lichfield Diocesan Board of Education.

Under the able management of this Board a system of prizes was commenced under the auspices of the late lamented Bishop of Lichfield, to whose loving character and wise administration of his diocese I trust it may not be presumption in me to venture to offer my hearty and willing testimony. They were designed to encourage special attention to the history and more especially the doctrines of the Bible, with a view to their practical apprehension by the scholars. The examinations were simultaneous, and conducted in the respective schools of the candidates; and the results have been considered very satisfactory. The successful candidates received their prizes at the hands of the late bishop.

Prize schemes.

The respective prize schemes for the day and evening

scholars of North Staffordshire are working vigorously and well, and continue in many respects to fulfil their original intention. The children of the day schools attend the annual examinations in considerable numbers, and show evidence of the careful discipline under which they have been trained by their conduct under examination. This appeared to me so remarkable, in the only examination at which I was able to be present, that I thought it due to the managers of the respective schools to record my impression of the honourable behaviour of the candidates in a letter written to the late Bishop of Lichfield, who presided at the prize distribution. The evening school candidates appear as earnest in these examinations as ever, and are advancing in intelligence as well as in facility of giving expression to their ideas and thoughts. The letter writing, which is a feature of great interest in the examination, on some subject chosen by the examiner, exhibits less crudity of thought and inaccuracy of language than before, and is approaching to a facile and sensible expression of the views of the writers.

Difficulty of maintaining night schools

In other parts of the district where this scheme is not adopted, the managers find great difficulty in maintaining their evening classes. One of the most earnest and successful of the managers has written to me to say that he must sorrowfully close his night school, as the cost of this department is greater than he feels justified in continuing to undertake concurrently with the heavy expenditure and risk attendant on the day schools. Perhaps an increased grant is now become necessary for the due maintenance of these evening classes; their numbers are in almost all cases considerably less than those of the day school, and the same outlay for lighting, fuel, apparatus, &c. would suffice for the instruction of perhaps eight or nine times the number in actual attendance. The increase of the night-school grants to three-fourths of the day-school grants would be a welcome addition, and would seem to be more in proportion to the relative cost. At present the grant is obtained by the day school for instruction given for 800 hours in the course of the year; that for the night school is conditionally due for instruction for 60 hours; so that all other things being alike the grant for the night school would be $\frac{3}{40}$ths of that for the day school. But when the other matters, such as staff of teachers, lights, fuel, apparatus, &c., are not relatively alike in cost, it would not seem too much to multiply the grant so calculated by 10. This would advance it to $\frac{3}{4}$ths instead of $\frac{3}{8}$ths of the day-school grant.

Increase of night-school grant suggested.

Suggestion that Minute of 20 Feb. 1867 be applied to night schools.

The application of the Minute of the 20th February 1867 to night schools might after a time attract many additional scholars who would be desirous of adding to their elementary attainments the knowledge of such a subject as geography or history, or even grammar. They might be required to

pass in the elementary subjects of the 5th Standard at least, as a preliminary qualification, and would cease to bring grants for their examination after the completion of their 21st year. The per-centage of passes in the three highest Standards, as well as the proportion to be examined, might be reduced, if not removed, as a condition of the grant.

Irregularity of attendance.

Through the kindness of the managers of schools I have obtained statistics showing the number of children who have been present at all during the year ended August 31st, 1866, the number of attendances made by these children, and the number of times the school has been open for the same year. The average attendance of these children (obtained by dividing the total attendances by the number present at all) is then compared with the number of times the school has been open. The result shows that on an average the children do not attend school much more than about one-third of their time. This irregularity is due partly to the necessary demands of labour, partly to indifference on the part of the parents, combined with ignorance of the beneficial results of education to their children, and partly to the wilfulness and caprice of the children themselves. This last point is a very important feature in the consideration of the subject, as a very little experience proves that the children at present have practically almost entire control over their schooling. They go or stay away almost as they please. One remarkable case I can recall, where a girl, belonging to a family where the parents left the matter of education to the option of their children with a decided leaning to a preference for ignorance, resolved to compete for a prize. She attended every time the school was open, and gained her prize, as well as passed in all three subjects, without a letter wrong in her spelling or a figure wrong in her sums. Previously she was very backward for her age, as she had been kept at home for domestic reasons, her sense of duty having made her forego as long as possible her desire for instruction. So that the time seems approaching for some half-time system which shall be applied generally, with the requisite modifications for the different interests affected. School on half days or alternate whole days, or alternate weeks, would be generally practicable. But perhaps in the agricultural districts a much more broken attendance, at least for the seed and harvest times, must be allowed. I have read that in parts of Germany, for the spring and summer months, the children employed in the fields are required to attend school from 6 to 8 or 7 to 9 in the morning, and are free for the rest of the day, but must be as regular as the rest of the children at other times of the year. It would be difficult, with the established notions of school hours, to effect this in England, but the registration of their attendance might be easily effected if the hours were changed,

Some half-time scheme necessary to correct irregular attendance.

and a certificate of this attendance might be required from the employer, under penalty.

When managers are anxious to receive aid for their schools, and are at present unable to afford a full salary such as would invite a certificated teacher, their only plan is to employ in agricultural schools a teacher provisionally certificated. Under other circumstances they must have a teacher who is willing to be examined for a certificate. But they cannot receive grants for at least 13 months, and teachers are often deterred from undertaking such a post from the inadequacy of the salary. I would beg to suggest that the grant should be offered to the managers of such schools, if their teachers are successful at the certificate examination, for the results of the two years' previous examinations, under the usual conditions. The irregularity of these payments would occur rarely, and the boon to the managers and the encouragement to the teachers would be very great, and the grant would have been as fully earned as under a certificated teacher.

Suggestion of aid to schools under acting teachers.

I have the honour to be, &c.

S. J. G. Fraser.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. J. W. D. HERNAMAN, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* HEREFORD, MONMOUTH, *and* WORCESTER.

MY LORDS, Hereford, Christmas 1867.

Number of schools inspected.

I HAVE the honour to present to your Lordships my report for the year ending 31st August 1867. During that period I have visited 144 institutions under separate management, containing 191 departments under separate teachers, and consisting of 29 boys, 27 girls, 26 infants, and 109 mixed schools.

General statistics.

The particulars of these schools are as follows:—

County.	Annual Grants.	Simple Inspection.	Total.	Departments.	Certificated Teachers.	Assistant Teachers.	Pupil-Teachers.	Children present.
Hereford -	47	12	59	72	59	2	11	4,428
Monmouth -	27	4	31	44	39	7	30	4,358
Worcester -	47	7	54	75	69	6	37	6,298
Total -	121	23	144	191	167	15	78	15,084

Aggregate annual income.

The aggregate annual income, as stated by the managers, of 112 annual grant schools in my district is as follows:—

	£	s.	d.
From endowment - - -	1,020	11	0
„ voluntary contributions -	5,381	13	7
„ school pence - - -	3,784	3	8
„ capitation grants - -	3,962	6	7
„ other sources - - -	1,174	8	3
Total - -	15,323	3	1

Aggregate annual expenditure.

The aggregate annual expenditure is:—

	£	s.	d.
Salaries - - - -	12,021	6	8
Books and apparatus - - -	742	15	1
Miscellaneous - - - -	2,728	5	1
Total - -	15,492	6	10

Average income per child.

The average income per child is:—

	£	s.	d.
From endowment - - - -	0	1	9½
„ voluntary contributions -	0	5	9½
„ school pence - - -	0	6	7¾
„ capitation grants - -	0	6	11½
„ other sources - - -	0	5	9
Total - -	1	6	11¼

The average expenditure per child is:— Average expenditure per child.

	£	s.	d.
Salaries	1	1	1½
Books and apparatus	0	1	3¾
Miscellaneous	0	4	9½
Total	1	7	2¾

As regards the general condition of these schools, they may be classed thus:— General condition of schools.

Annual Grant Schools.	Superior.	Ordinary.	Inferior.	Total.
Hereford	25	24	9	58
Monmouth	15	14	9	38
Worcester	29	30	9	68
Total	69	68	27	164
Simple inspection schools	3	11	13	27

Or, according to per-centages, thus:—

Annual Grant Schools.	Superior.	Ordinary.	Inferior.	Total.
Hereford	43	41	16	100
Monmouth	39	37	24	100
Worcester	43	44	13	100
Total	42	41	17	100
Simple inspection schools	11	41	48	100

This, compared with a similar return which I made two years ago, exhibits an increase of 10 per cent. in the number of superior annual grant schools.

The schools which I have classified as superior, arranged according to number of "passes," are as follows:— Schools classified as superior.

Name of School.	Average Attendance.	Number examined.	Per-centage passed in			Average Per-centage.
			Reading.	Writing.	Arithmetic.	
Boys', Girls', and Mixed Schools.						
*Pembridge, B.	45	39	100	100	100	100
Madley	57	50	100	100	98	99
Mordiford	40	28	100	100	97	99
Rhymney, B.	168	152	99	99	99	99
Abersychan, B.	97	84	100	99	98	99
Worcester, St. Peter, G.	100	95	100	99	95	98
Hereford, Scudamore, B.	96	81	100	94	97	97
Abergavenny, B.	158	146	100	98	91	96

* First inspection; none above Standard IV.

Name of School.	Average Attendance.	Number examined.	Per-centage passed in			Average Per-centage.
			Reading.	Writing.	Arithmetic.	
Hentland	42	32	94	100	94	96
Hereford, St. Nicholas	52	49	100	96	92	96
Pontypool	266	151	98	97	93	96
Evesham, G.	66	66	95	98	95	96
Hereford, Blue Coat, B.	123	89	99	97	90	95
Llangibby	42	40	100	97	87	95
Shipston, G.	76	40	100	92	90	94
Pembridge, G.	33	30	100	100	80	93
Pershore, G.	58	42	98	88	93	93
Evesham, B.	61	59	100	96	81	92
Kingston and Thruxton	32	18	94	100	83	92
Rhymney, G.	149	131	97	95	82	91
Ashperton	66	58	100	93	80	91
Staunton-on-Wye	83	73	97	88	88	91
Abersychan, G.	75	63	100	82	90	91
Broadway	112	60	90	93	87	90
Panteg	58	36	92	94	83	90
Claines, St. George	76	37	98	92	78	89
Bosbury, B.	30	24	100	96	71	89
Staunton	104	69	99	93	75	89
Worcester, St. Martin, B.	125	99	96	87	84	89
Eardisley	75	49	98	94	75	89
Lugwardine	67	44	100	82	84	89
Great Malvern, B.	62	38	100	84	82	89
Leominster, B.	66	50	94	88	84	89
Worcester, Sansome Place, G.	131	98	97	96	72	88
Cutnall Green	62	56	95	95	75	88
Brampton Brian	72	66	100	76	85	87
Bredwardine	40	24	100	83	79	87
Weobley	64	46	96	91	74	87
Upton-on-Severn, G.	44	34	94	91	76	87
Pershore, B.	75	48	94	96	73	87
Hereford, Blue Coat, G.	83	65	98	88	74	87
Upton-on-Severn, B.	68	56	91	86	82	86
Bengeworth	90	79	87	92	80	86
Blaenavon, G.	87	51	90	94	74	86
Magor	56	40	100	85	72	86
Tenbury	97	56	98	95	61	85
Clehonger	45	28	100	97	57	85
Worcester, St. John, B.	68	58	90	88	74	84
Blaenavon, B.	78	42	88	88	76	84
Whitchurch	56	47	96	85	69	83
Bushley	48	39	95	77	77	83
Much Marcle, B.	31	22	95	77	77	83
Hereford, Scudamore, G.	77	53	89	89	68	82
Great Malvern, G.	35	20	100	80	65	82
Llanarth	40	30	90	87	70	82
Infants' Schools.						
Worcester, St. Peter	243	49	100	100	100	100
„ St. Martin	164	50	100	100	100	100
„ St. John	84	21	100	100	100	100
Leominster	92	25	100	100	100	100
Hereford, St. Nicholas	57	9	100	100	100	100

Name of School.	Average Attendance.	Number examined.	Per-centage passed in Reading.	Writing.	Arithmetic.	Average Per-centage.
Blaenavon	164	19	100	100	100	100
Rhymney	134	38	98	100	98	99
Worcester, St. Clement	98	28	100	100	93	98
Pershore	—	22	100	100	91	97
Droitwich	—	16	81	100	100	94
Great Malvern	—	11	100	91	73	88
Evesham	—	20	70	100	85	85
Abersychan	—	17	76	76	88	80
EVENING SCHOOL.						
Worcester, St. Peter, G.	90	90	90	87	79	85

If the character as well as the number of the "passes" be taken into consideration these schools will stand thus:—

Character as well as number of passes considered.

Name of School.	Per-centage of Passes.	Per-centage of Passes above Standard III.	Sum of Numbers in two last Columns.
Tenbury	85	51	136
Rhymney, B.	99	33	132
Hereford, Scudamore, B.	97	33	130
Abergavenny, B.	96	32	128
Abersychan, B.	99	27	126
Ashperton and Canon Frome	91	34	125
Upton-on-Severn, B.	86	39	125
Hentland	96	28	124
Llangibby	95	29	124
Mordiford	99	24	123
Clehonger	85	38	123
Worcester, St. Peter, G.	98	24	122
Brampton Brian	87	34	121
Rhymney, G.	91	29	120
Hereford, Blue Coat, G.	87	31	118
Shipston-on-Stour, G.	94	23	117
Hereford, Blue Coat, B.	95	20	115
Bosbury, B.	89	25	114
Weobley	87	27	114
Upton-on-Severn, G.	87	27	114
Pembridge, B.	100	13	113
Hereford, St. Nicholas	96	17	113
Pontypool	96	17	113
Pershore, G.	93	20	113
Evesham, B.	92	21	113
Abersychan, G.	91	22	113
Lugwardine	89	23	112
Bushley	83	29	112
Hereford, Scudamore, G.	82	29	111
Staunton-on-Wye	91	20	111

Name of School.	Per-centage of Passes.	Per-centage of Passes above Standard III.	Sum of Numbers in two last Columns.
Evesham, G.	96	14	110
Staunton (Worcester)	89	19	108
Great Malvern, B.	89	19	108
Leominster, B.	89	19	108
Much Marcle, B.	83	25	108
Madley	99	8	107
Bredwardine	87	19	106
Worcester, St. Martin, B.	89	16	105
Droitwich, B.	84	21	105
Worcester, Sansome Place, G.	88	16	104
Bengeworth	86	18	104
Worcester, St. John, B.	84	20	104
Eardisley	89	14	103
Blaenavon, G.	86	17	103
Pembridge, G.	93	9	102
Magor	86	16	102
Broadway	90	11	101
Panteg	90	10	100
Kingston and Thruxton	92	8	100
Whitchurch	83	17	100
Claines, St. George, G.	89	10	99
Cutnall Green	88	10	98
Great Malvern, G.	82	16	98
Pershore, B.	87	8	95
Blaenavon, B.	84	9	93

Whole number of passes and number above Standard III.

The following table shows the whole number of "passes" in reading, writing, and arithmetic, together with the number of "passes" above Standard III.:—

—	Number examined.	Number of Passes in			Total Number of Passes.	Number of Passes above III.
		Reading.	Writing.	Arithmetic.		
Hereford	2,123	1,980	1,822	1,434	5,236	1,158
Monmouth	2,196	1,984	1,933	1,566	5,483	1,229
Worcester	2,806	2,590	2,457	1,969	7,016	1,296
Total	7,125	6,554	6,212	4,969	17,735	3,683

Or, according to per-centages, thus:—

—	Per-centage of Passes in			Average Per-centage.	Per-centage of Passes above III.
	Reading.	Writing.	Arithmetic.		
Hereford	93	85	68	82	22
Monmouth	90	88	71	83	22
Worcester	92	87	70	83	18
Grand Total	92	87	70	83	21

Comparing this result with that which I inserted in my last report, two years ago, we have— Comparison of results in 1865 and 1867.

	Per-centage of Passes in			Average Per-centage.	Per-centage of Passes above III.
	Reading.	Writing.	Arithmetic.		
1865 - -	89	80	74	81	21
1867 - -	92	87	70	83	21

Which shows an *increase* of 3 per cent. in the number of passes in reading, and of 7 per cent. in writing and spelling; a *decrease* of 4 per cent. in arithmetic, and an *increase* on the whole of 2 per cent.

The decrease in the number of "passes" in arithmetic may probably be accounted for by the fact that in the former period I required only *one* sum out of two to be right for "a pass," whereas now my requirement is *two* sums right out of three or four.

Since my last report, the following schools have been added to my list:—Crumlin, Abergavenny girls', Maindee, New Tredegar, Brimfield, Pembridge, Hope, Upper Hill, Ewyas Harold, Eyton, Far Forest, Salwarpe, Norton, Bockleton, Cowleigh, and Bishampton. New cases.

New schools have been built, or are in course of building, at Abergavenny (girls' and infants'), Maindee, New Tredegar, Preston-on-Wye, Pembridge, Fownhope, Brinsop, Ledbury (boys'), Tapsley, Yarkhill, Lyonshall, and Leigh Sinton. New buildings.

There is a prevalent notion that the number of schools in the city of Hereford is ample,—a notion which has a most mischievous effect in its influence on the minds of some persons, in deterring them from giving their pecuniary and moral support towards the erection of new schools, to which they should feel it to be their duty and privilege to contribute. Such an idea has no foundation in fact, the very reverse being the case, as I will presently show. The National Society and other authorities specify one-eighth of the population as the minimum number of children who ought to be under instruction in our elementary schools. In the city of Hereford, therefore, with a population of above 16,000,—15,585 at the census in 1861,—there should be 2,000 children in attendance in National schools. In reality, however, the average attendance in the six church schools in Hereford, viz., the Blue Coat, the Scudamore, St. Martin's, St. Nicholas, St. Owen's, and St. Peter's, is very little over 1,000! There is, therefore, no doubt of the want of more schools; and I am happy to be able to state that steps are being taken to provide them. The Vicar of St. John's has had some premises altered and adapted, in which he is about to open a Supply of school accommodation in Hereford.

school under a certificated mistress, with accommodation for 150 children; and the Vicar of All Saints proposes to erect schools for 400 boys, girls, and infants, in three separate departments.

Deaths of the Dean of Hereford and Sir Thomas Phillips a loss to the cause of education.

During the past year the cause of education has sustained a severe loss in the death of two of its most energetic and liberal supporters,—the late Dean of Hereford and Sir Thomas Phillips. The former was one of the great pioneers in the educational movement nearly thirty years ago, and he demonstrated, by the example of King's Somborne school, the possibility of making a school self-supporting. To him the inhabitants of Hereford are indebted for the highly efficient condition of the Blue Coat and Scudamore schools, two of the best in my district, and to his encouragement and support many schools in this county and elsewhere owe their erection and maintenance. He was the greatest benefactor to masters, mistresses, apprentices, and pupils; they could always rely on having his sympathy, aid, and advice; and he was the means of placing several of them in situations of important trust and considerable emolument. I myself shall ever remember with gratitude the innumerable acts of kindness he has shown me, and the invaluable services I have received at his hands.

Sir Thomas Phillips's death is also a heavy blow to educationalists in Monmouthshire. His beneficial influence was spread far and wide, and no one has done more than he has to disseminate sound learning and religious education among the labouring classes. He was always ready to assist others with his wise counsel and liberal aid, and his sympathy and support will be much missed by the large body of teachers and employés with whom he was connected.

Minute of February 1867, and its advantages.

It might reasonably be expected that in many cases the managers of schools would avail themselves of the Minute of last February to obtain aid from your Lordships, and to put their schools on a more efficient footing. In the county of Hereford alone there are about 60 parishes with a population of less than 600 and more than 300, only one-fourth of which are aided from the Parliamentary fund. In the remaining three-fourths there ought to be no great difficulty in raising at least 15*l.* from school-pence and 10*l.* from voluntary contributions to meet your Lordships' grant of 25*l.*, and out of this income of 50*l.* a salary of 40*l.* might be paid to a certificated mistress, leaving 10*l.* for current expenses. I fear, however, that even the liberal assistance which this Minute offers will not be very generally sought for in these parishes, and my apprehension is grounded on the fact that many of the managers of schools are either too apathetic or too indifferent to apply for a grant, or consider that they have done all that is required for the educational wants of their

Apprehension that its aid will not be very generally sought owing to indifference of managers.

people, by having already provided an inefficient dame to teach their children at a salary of 17*l.* or 18*l.* a year!

During the past year there came within my experience a deplorable instance of this indifference on the part of one of my clerical brethren, the manager of King's Capel School. This gentleman in answer to my notice of inspection deemed it becoming to state, "I cannot, either now or at any future "time, undertake to fill up the form of return." When it is borne in mind that this school received a building grant on the express understanding that such educational returns as your Lordships required should be at all times forthcoming, it is hardly to be conceived that the managers should decline to fulfil so reasonable a pledge, and that they should refuse to give what they had undertaken to supply!

Rates.

I cannot, after mature consideration of the subject, agree with some of my colleagues who appear to be in favour of a rate for maintaining elementary schools. I believe that the establishment of such a system would of necessity entail the exclusion of religious instruction, the abolition of school fees and voluntary contributions, and the annihilation of that large amount of zeal, enthusiasm, and energy on the part of the clergy and others, which has, perhaps, contributed more than anything else to the extension and improvement of education in this country.

Miss Burdett Coutts's scheme.

I have had no experience of the working of Miss Burdett Coutts's scheme, as it is not in operation in my district. I am inclined to think, however, that the salary of an uncertificated mistress, together with one-fourth or one-fifth of that of a certificated master, would amount to quite as much as the salary of a certificated mistress, and there is no doubt that under the latter a much higher degree of efficiency would be attained.

Evening schools.

During the past year the managers of 19 schools in my district have availed themselves of your Lordships' Minute, and have held examinations of evening scholars without the presence of Her Majesty's Inspector. The number presented for examination in these schools was 474, and of these 96 per cent. passed in reading, 93 per cent. in writing, and 86 per cent. in arithmetic. The papers of these schools were revised by me. The most flourishing evening school in my district is St. Peter's Girls', Worcester, which I examined in person last April. This institution on account of its long existence, large and increasing attendance, and remarkable efficiency and usefulness merits more than a passing notice. The following report, with which I have been favoured by the lady manager, gives an interesting account of its operations and success:—

St. Peter's, Girls, Worcester.

REPORT of ST. PETER'S NIGHT SCHOOL (GIRLS), WORCESTER.

October 1867.

"This school was commenced in 1855 as a special effort for the education and encouragement of the senior scholars in the Sunday school connected with this large parish, and was at first confined to them. It was taught and conducted entirely by ladies. After a time the school become increasingly known and valued, and others were consequently admitted. When the Government offered a grant to evening schools on examination this school was placed under inspection in the year 1862.

"The first examination took place (in the day-time) in December 1863, 60 scholars being on the books, and 32 presented.

"In December 1864, the number on the books was 60, and 40 were presented.

"In April 1865, there were 73 on the books, and 52 presented.

"In April 1866, at an examination by the managers there were 83 on the books, and 68 presented.

"In April 1867, when examined by Mr. Hernaman, there were 98 on the books, and 83 presented.

"When the school was re-opened for this winter in October 1867, 152 scholars were admitted, and the managers were compelled to refuse many others from want of room. The same scholars continue to attend the school winter after winter, and it is satisfactory to state that quite half of the present number (152) are in the *four highest standards*;—an answer to the objection that 'night school instruction is very elementary and comparatively useless.'

"The school meets in the room used by the girls' day school, well furnished with all needful apparatus, desks, &c., and is under the superintendence of the mistress of St. Peter's Infant School, assisted by lady managers who are always present. The classes are taught also by some of the teachers and pupil-teachers already employed in the girls' and infant schools, the latter of whom consider it an advantage to have this opportunity of instructing more advanced scholars. The school meets for two hours on two evenings in the week, and at its close the scholars repeat simultaneously a text of scripture and sing a hymn, the managers feeling it of the utmost importance to unite with secular learning, some religious exercise, thus hoping to associate learning and religion ever in their minds. The managers have cause to acknowledge with thankfulness the manifest improvement in the tone and manner of those, who when first admitted to the school were rough and unruly. Thus they believe a number of young women are being trained in habits of self-respect, and that they are in consequence better fitted to fill their places usefully as the wives of our working men, and the mothers of our children.

"Although these young women are closely occupied in factories and in other ways all the day, they are nevertheless most earnest, regular, and attentive in their night school work;—an answer to another objection to such institutions.

"They continue in most cases to attend the Sunday school.

"It would be an immense encouragement to managers if the grant to night schools might be given *without* reference to the condition, that the voluntary contributions and school-pence should equal the grant, as in the case of the night school no separate voluntary contributions can be obtained, and the payments by the scholars cannot be at all sufficient to meet the expenses of a thoroughly efficient school."

Candidates for apprenticeship

The candidates for apprenticeship in this district are, I am happy to say, more numerous now than they have been lately.

The numbers presented in the last four years have been respectively 29, 30, 37, 40. They also come up for examination better prepared than they used to do. ticeship now more numerous.

One of the pupil-teachers in my district, Alfred Rosser, from Abergavenny school, particularly distinguished himself last Christmas by being placed *third* on the list in the examination for admission.

In obedience to your Lordships' instructions, I am about to resign the inspection of schools in Monmouthshire into the hands of my colleague, Mr. Binns. I beg to thank your Lordships for affording me this seasonable relief, by which my district will be rendered much more compact and accessible, and considerable time, labour, and expense will be saved to the public service. Resignation of Monmouthshire.

In bidding farewell to the managers of schools and others interested in education in Monmouthshire, I must not omit to say how deeply I am indebted to them for the generous hospitality with which they have always received me, for the forbearance and indulgence they have so readily shown me in the discharge of trying duties, and for the repeated acts of kindness with which I have been favoured at their hands during the many years I have had the honour of being associated with them.

To the masters and mistresses of schools I must also tender my thanks for the cheerful and cordial manner in which they have welcomed my visits, for the deference they have shown to my recommendations and wishes, and for the ready and obliging way in which they have co-operated with me, and have assisted me in conducting the examination of their schools. I assure them and their managers that I leave them with very great regret,—a regret that is deepened by the consideration that I am severing my connexion with some of the very best schools in my district,—and that I shall always look back with feelings of pleasure and satisfaction on my work amongst them as an inspector of schools.

I have the honour to be, &c.

J. W. D. Hernaman.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. C. F. Johnstone, *on the* Church of England Schools *inspected by him in* South Lancashire.

My Lords,

I have the honour to lay before your Lordships my report upon the Church of England schools visited by me during the year ended 31st August 1867.

Interval since last report.

An interval of three years has now elapsed since the last report upon this district, made by my predecessor. During this period education has steadily progressed, as the accompanying table satisfactorily testifies:—

Comparison.

——	1864.	1867.	Increase.
Separate institutions -	134	149	15
Departments - -	278	311*	33
Number present at examination - -	34,239	40,627†	6,388
Total amount expended -	29,179*l.* 6*s.* 6*d.*	41,592*l.* 18*s.* 7*d.*	12,413*l.* 12*s.* 1*d.*

Nor is this the full extent of increase which would in all probability have been obtained had not the commercial trials of the last two years been felt so severely in Lancashire. Many who have the will have no longer the power to give as they have formerly done, and it has been no time to ask for contributions towards new objects when even the old ones were sometimes feeling the withdrawal of support. Yet everywhere the wish remains to forward the work of education. In no county, perhaps, is the same general interest taken in it, and in no county would there be found the same number of supporters for any measure which would extend its benefit to larger numbers of the community. Many of the clergy and others are advocating direct compulsion as the only way of meeting the difficulties they have to contend with from the character of the children and the apathy of their parents, and all will certainly welcome the extension of the Half-time Acts, though a few look forward with some anxiety to a probable increase of pauperism under them.

Heads of report.

In reporting upon "the state of the schools" under my inspection, I propose to deal in order with the buildings, the teachers, the scholars, and the subjects of instruction, supplementing the whole with such other matters as are not conveniently to be classed under the above headings.

*. Excluding night schools.

† Excluding night schools examined under Arts. 142-149.

1. The buildings as a rule are amply sufficient for their purpose, and are usually solid, spacious, and in good repair. Occasional instances have come before me in which the playground or the out-buildings have been neglected, but every disposition has always been evinced to set such matters right at once. More frequently the fault has been that increasing numbers have so filled a school as to prevent its satisfying your Lordships' requirements as to cubical or superficial space. Teachers are apt to complain of a rule which often seems to fix a limit to their incomes and to their success, though none could in reality be more salutary for them. A teacher who works on for three hours at a time in a crowded school is incapable of perceiving the changes of the atmosphere in which he lives and the oppressive exhalations with which it becomes charged. Those whose business conducts them into different schools can see by the faces which are there met with how the loss of health is ever following upon the want of air, and how the seeds of illness which might have been suppressed are often receiving a quick development. Managers are in a great measure responsible for these things. Their care should be to build the schools with every means of ventilation in their power. They come too from time to time as accidental visitors into the school, and can therefore judge far better than the teacher, whose whole life is spent in it, what the condition of the inner as compared to the outer air may be, and should be able to apply a needful remedy. It can hardly be imagined that a school could be built without a window in it being made to open, and that managers should resist a change in this when it was urged upon them, and yet such has been my experience in this district.

Buildings. Ventilation.

The teachers of the various schools are as a body unquestionably a hardworking, steady class of men. In the great majority of instances they have now a direct interest in the grants, but apart from this I believe them to work conscientiously and with a real interest for the children whom they have to educate. Their failings chiefly spring from a narrowness of mind, which prompts them to concentrate their attention on objects that are small and unworthy instead of on broader ends. Thus they are ever looking to what will best "pay" at the examination, and it is a common thing to be told that the children do not know this or that, as it was not expected that anything would be asked about it, though the same speaker will acknowledge that the points in question may be most important ones to be known. In the same way the slightest deviation from what has been a custom upsets the teacher. His school has been taught only in one groove, and his scholars cannot run beyond it.

Teachers. Their faults.

The fact that teachers' incomes are usually dependent on the grant accounts in some measure for this, and the arrange-

Their incomes.

ment may therefore seem undesirable. Yet on the whole it works well. There are very few instances now where masters and mistresses do not share in the grant, and some schools have gone so far as to extend this to the assistants, and even to the pupil-teachers. Whatever be the motive for their work, there is no question but that the results attained are satisfactory, and throw into the shade those schools where no such plan has been adopted. In speaking thus it must of course be understood that only the grant upon examination is referred to, the one on average attendance presenting too great temptations to an unscrupulous conscience.

Schools farmed.

In two of the largest schools in Liverpool, and in many of those in Bolton, the whole income and expenditure is entirely in the hands of the master. He employs what help he needs, and pays such helpers himself. The school in fact becomes a private speculation, and the master receives all and pays all. The advantages that have led to the adoption of such a plan are, that the managers are relieved of all pecuniary responsibility, and that the teacher, by hard work and the avoidance of all needless expenditure, can secure for himself a greater salary than by any fixed agreement. The great evil, which your Lordships have already condemned, is that the managers are often abandoning the moral as well as the pecuniary responsibilities, and reducing themselves to a mere name instead of being a watchful reality. It is to be feared that such will always continue to be the case, yet could men reconcile themselves to a constant active supervision of their schools, and were the inspectors to recommend more frequently the forfeitures for failure in such subjects as religious knowledge, it is possible that the plan might work well, for the elementary subjects of reading, writing, and arithmetic are in these cases invariably well attended to, and the teacher could be made to feel that others must not be neglected.

The incomes which are made in some of these schools are very large. The average of the salaries returned by the masters in one town is over 139*l.* a year, exclusive of house, profits of evening school, or other advantages; and in one instance* a total income from all sources is made of 300*l.* It is well that a profession should have these prizes, and most certainly they are only gained by the hardest and most trying work; but in the face of this it is impossible, at least in this district, to agree with the cry that salaries are diminished and a teacher's prospects blighted under the New Code. And this leads me to remark upon a point which should if possible be guarded against. A return is asked for each year of the whole pecuniary emolument of a teacher received out of the school income. Men rarely make themselves out richer than they are, and from the opportunities which there are of private

* In another town.

information it is certain that in many instances the return is made too low, and that teachers consequently are often thought to be a worse paid body of men than they really are. As it is their own returns show them to be in the receipt of the following average payments:—

	£	*s.*	*d.*
Masters - - -	98	14	0
Mistresses (girls) - -	62	13	0
Mistresses (infants) - -	58	0	0

And when to this is added the many unacknowledged items which exist, the whole amount will not appear so low, even though among the high paid classes of the manufacturing districts.*

Pupil-teachers.

The pupil-teachers form a subordinate class who are to be developed hereafter into masters and mistresses, and viewing them in this respect there arises at once the question as to the future supply of masters. It is now almost impossible to obtain male candidates † in the large towns, and though wages are offered exceeding the old scale, boys refuse to come forward, and managers consider themselves fortunate if they can import a stranger from the midland counties. The chance of a clerkship in a business office is preferred to school teaching, and even when a boy submits to be bound it is more than probable that he comes only for the sake of being taught himself and not to teach, and that as soon as he has become qualified for other work he will give a six months' notice and terminate the engagement. The case of the girls is happily different. Their profession will be as remunerative to them as any other that is open, and in good schools there is no difficulty in finding candidates. The abundant supply has in fact in a few cases caused the amount of wages to be reduced, but in general the scale of 10*l.* for the first year, with the addition of 2*l.* 10*s.* for each succeeding year, has been maintained.

Scarcity of boys.

Girls.

Their examinations.

The yearly examination which these teachers have to pass is on the whole fairly satisfactory, but the reading, the grammar, and the sewing may be considered as the points that are most deficient. The cultivation of teaching power also is too much neglected, and in addition to this it is unfortunately often impossible, in the short time that is available for the inspection of the large schools, to thoroughly

* These returns are taken from 104 boys, 85 girls, and 53 infant departments. Compare the average with that under the Old Code, as stated in the report for 1864–65, p. xviii.

	£	*s.*	*d.*
Masters - - -	94	4	7
Mistresses (G.) - -	63	6	8
Mistresses (I.) - -	59	7	11

† The total number of pupil-teachers has decreased from 414 in 1863–64 to 327 in 1866–67. The boys are now in the proportion of 1 to 3.

test the amount of capacity. In all these subjects much naturally depends on the master or mistress at the head of a school, and I cannot help mentioning in this place the infant department of Christ Church, Everton, as an excellent example of care and success in this branch of instruction.

Scholars. Improvement in discipline and attainments.

In turning from the teachers to the scholars I have the pleasure of reporting a general and continuous improvement. During the first year of my inspections the examinations of individual children were constantly being cancelled for copying, and in many cases the forfeitures of tenths, which inspectors are allowed to recommend, were inflicted. The faults of discipline and of instruction are now far less frequent, and it is astonishing sometimes to see the improvement that has been made in cases which from local circumstances or poverty were formerly declared to be without remedy. It is this that shows the value of the power to withhold money, and the necessity of not yielding to what may often be an excess of ill-judged leniency.

Religious knowledge.

The religious knowledge of the children in this district I believe to be above the average. This is naturally a delicate subject to deal with, since there are but few cases in which this instruction is not more or less under the superintendence of the clergyman, and he is invariably invited to assist in the examination of his scholars. The school teachers have been accused of a tendency to neglect this in order to secure more time for the subjects upon which a grant is paid. The remedy, however, appears to lie with the inspector, who can take serious notice of such a fact in his observations communicated to the managers as well as in the recommendations to the office, and in these populated and competing districts the fear of getting a bad name upon any point will be generally sufficient to keep up the standard.

Standard examination failures.

In the reading, writing, and arithmetic the per-centage of failures has been as follows:—

Reading -	- 11·2
Writing -	- 12·3
Arithmetic -	- 25·1*

but these figures can hardly be accepted as satisfactory criterions for the three subjects.

Reading.

Others have already remarked that although there may be fewest failures in reading, it does not therefore follow that it is the subject best taught. It is the one out of the three which the children are most likely to practise for their own amusement in play hours, and which therefore seems to come naturally, as the teachers indeed would wish it to do. There are less pains therefore bestowed upon it in school, and boys

* The general average throughout England in 1864–65 was 11·2, 13·0, and 23·5.

read, if it may be so said, more fluently than intelligently, that is, they jump unhesitatingly both at and over the unknown words, so that there is a perpetual flow of sound maintained, but no understanding possible either for reader or listener. It is difficult to judge how much of this is allowable in each individual case before it constitutes a failure, and teachers are always sanguine that a child will improve itself, and on the examination day will be at least intelligible.

Writing.

The writing in the schools may be spoken of as generally good, and is usually of a bold legible character. It is impossible with reference to this to lay too much stress upon the handwriting of pupil-teachers and students in training colleges, since in a school continuously taught every scholar is found to write the same character of hand, and that character is naturally his teacher's.

Arithmetic.

With regard to the arithmetic some explanation requires to be made. One-fourth of the children are found to have failed in it, and this proportion is more than double that in reading or writing. Great allowance, however, has to be made in consequence of the enforcement of what has been in this district a novel requirement. Numeration was hardly taught in the schools two years ago, and the children had been accustomed to have the figures set down for them upon the examination cards. When this system was put an end to and the dictation of sums introduced, the consequences in each school were most fatal. Although the teachers had received due notice of the change that was to be made, their scholars were found in almost every instance unprepared, and the long list of failures was followed by a corresponding reduction in the grants. I cannot say that these results were met in every case as they might or perhaps ought to have been; I can hope, however, that the feeling excited was but temporary, and I can report that other results have since followed which show a progressive improvement that is likely to be sustained. In another year the schools will have accustomed themselves to the new teaching required, and to the new form of examination, and from what has already been done there is every reason to hope that this branch of instruction will no longer appear so far behindhand in the official returns, and there will at least be the knowledge that it is founded upon a firmer basis.

Higher subjects.

Minute of 20 Feb. 1867.

Beyond these elementary subjects are the various more advanced ones, such as geography, history, and grammar, which have lately formed the subject of the Special Minute of February 20th, 1867. The teaching of these branches had in some schools always been continued, but the number of cases had dwindled, and the knowledge had usually been inaccurate. There is no doubt that a stimulus has now been

given which will be of material benefit throughout the schools. It is not that the smaller rural institutions are found in this district to take so much advantage of it. They argue that they have already as much as they can do to instruct the agricultural mind, and in the care of the too numerous infants with which they are usually saddled. The employment also of an extra pupil-teacher is an expense which after all will only be* half met by the additional grant of 8*l.* each year, and they prefer therefore to remain as they were before. But in towns and in the large schools which have already their sufficient staff of teachers, the subjects have been taken up at once; and though one may often regret that more money is poured into the pockets of those who apparently are least in want of it, still the price that is paid is not a high one when compared with the extra instruction that is given and the intelligence that is excited upon subjects which it often seems disgraceful not to knew.

There was at first some little trouble given, owing to the readiness of teachers to present a class although the children might be totally ignorant of what was professed for them. This was done, not so much from the hope of any immediate grant, but as a sort of feeler, to ascertain what the standard of examination in future years might be, and in any statistical return the number of failures will therefore unduly exceed what may be expected hereafter. Of the subjects chosen geography is found to be the favourite, and among a commercial population none could be more important. It has also this advantage, that though only a little of it be carried away, yet that fragment is more likely to be complete in itself than any corresponding amount of history or grammar, which are the subjects that hold the second place. There is one thing, however, to be impressed upon the teachers, that it is impossible to impart this knowledge so quickly or so well without the use of globes to illustrate a lesson. Many people, however, evidently do not think this, for there are not above three or four schools in which globes are to be seen, and there are certainly fewer in which they are made use of.

Geography.

Among the different classes of children that are met with in these schools, that of the half-timers, who come under the operation of the Factory Acts, is not the least numerous or important. The population of Bolton and its neighbourhood is almost entirely a manufacturing one, and forms perhaps as good a specimen as any in Lancashire to illustrate the working of the system. I am bound to say that the teachers ordinarily profess a dislike to it; they say that the half-timers are a rougher and a dirtier set than the rest, that they

Half-timers.

* See page 159.

are more troublesome to teach, and more difficult to keep in order. But there can be no doubt, and the teachers themselves admit this, that as a whole the system works with admirable and even surprising result. The children who attend 100 times under the Acts are found to keep pace with others who attend 200 times; their intelligence is almost invariably quicker than that of the rest, and on the examination days the failures, so far from being confined to their set, are shared in almost equal proportion by those who have had double the instruction.

Success of the system.

TOTAL PER-CENTAGE of FAILURES.*

	Reading.	Writing.	Arithmetic.	Number examined.
Whole timers - -	10·7	9·6	20·	1,971
Half-timers - -	11·1	12·2	17·8	1,350

The explanation of this is chiefly to be found in the age of the children, the character of their occupation, and the length of their school hours. The half-time children as a rule are † much older than the rest, for either they are the refuse of the streets who would not have entered school at all unless compelled, or else they are those who have at first neglected it from knowing that they would be compelled to come as soon as they began work. That they should therefore be naturally rough and untractable is easily understood, but they have a compensating advantage in a different direction. Their in-

Reasons for this.

1. Age.

*. Calculated from 23 schools (comprising 33 departments), being all the half-time schools in and around Bolton. It has also been ascertained that the proportion of half-time children kept back from examination is in all probability not greater than that of the rest.

† Table showing number of children examined in each standard, and their ages. Compiled from 18 departments.

Standard.	Number Presented.		Average Ages.	
	Whole time.	Half time.	Whole time.	Half time.
			yrs. mths.	yrs. mths.
I. - -	348	277	7 1	9 3
II. - -	269	257	7 9	10 3
III. - -	191	152	8 9	10 11
IV. - -	107	121	10 3	11 4
V. - -	39	39	11 0	11 9
VI. - -	33	17	11 10	11 11
Total -	987	863	—	—

telligence is sharper than that of younger minds, the alphabet is sooner learnt, the sums more quickly taught, and the boy that thus starts perhaps some years behind his fellows creeps up to them gradually at length, and ends no longer distanced but equal in the race. Again, the character of their work is perpetually stimulating this activity of mind, and the quick watchfulness required in the mill becomes natural to them and is carried into the school. These children are readier in every sense than the rest whose lessons are their only excitement, and it is particularly noticeable how much more easily and better will a newspaper be read by a half-time scholar than by the children from the more populous and busy districts of Liverpool. And in the question of the length of school hours the half-timers, if not positively the gainers, are yet in no way under a disadvantage. The old saying of "too much "work and no play" receives an illustration from the testimony of schoolmasters here, who maintain that a child does not take in more than a certain amount of instruction in each day. The whole-timers get through their morning's work with the prospect of the afternoon before them, and when that comes are found sleepy, careless, and indifferent. But the half-timers, who have no such prolongation of school hours to look forward to, and who may come fresh from a different task, do their work with a readier will, and thus in the end receive an equal benefit.

2. Character of their occupation.

3. Length of school hours.

Defect in the system.

The unfortunate feature which this system does nothing to relieve is seen in the fact that of these children who promise well so few comparatively ever reach the higher standards. Coming to school late, and leaving at 13 in order to work full time, they mostly go away with only such rudiments of knowledge as can be acquired in a year or two of teaching. Whether this might be met by making the privilege of working full time depend on attainments instead of on age is a question which might be considered.

Printworks Act.

Colliery Act.

The Printworks and Colliery Acts can hardly be said to work as satisfactorily. Complaints are made that in the case of the printworks the children may fulfil the requirements and then be absent for the greater portion of the year, forgetting in the interval all that they have learnt, and that thus they become a drag upon the work of the school. In the case of collieries the Act appears to be but little complied with at all, and boys under 12 years of age are often regular workers in the pit without ever attending school or receiving certificate of any kind. In one parish, with a population of 2,000, the master accounted for the small size of his school by saying that the boys as soon as they were 10 years old went into the pit. No certificate of any sort had ever been asked for during his four years' residence, and the only other school in the place was a Roman Catholic one, where they were not in any

greater request. In Wigan and its neighbourhood the law is broken by allowing boys to come to the evening school, and thus to make an attendance of an hour and a half a day for four days, instead of three hours a day for two days in each week as the Act requires. The teachers themselves inform me that at these meetings the children are fit for nothing after their day's work, and are usually asleep from weariness during the whole time.

Infant schools.

Next to the schools for boys and girls come those for infants. At the inspections these are commonly allotted the shortest time, but often require more than the other departments. There is no sufficient means of judging in these cases by results, and a greater amount of attentive observation is therefore needed.

Instruction too much confined to one class.

Teachers are often apt to think that if they can ensure the passing of the few children whom they may present for the standard examination, their school must therefore necessarily be considered a good one, and they rely too much upon the fact that the rest are as a rule exempted from individual examination, and may therefore, as they think, be expected to bring both money and credit to the school without any great labour being bestowed upon them. Now, in the first place, it is not by any means certain that the very accurate way in which some of these infant schools pass is more than a temporary benefit, either to the children or the managers. I was first led to remark this by noticing how deficient the children in the 4th Standard were, in a school where the infant department was apparently perfect; and later observation and questioning of teachers has confirmed the opinion. The children appear to be almost forced beyond their power; they are carried on however successfully through the 3rd Standard, but when the fourth comes they have no power to rise to it; they are also often very young, and they have either to be kept back from examination or to fail.

Younger children neglected.

And again, if education in its widest sense be the chief object of these institutions, it is surely a mistake to neglect the earlier years of childhood and deprive the lower classes of the more careful training which might be given. The lessons for young children should receive more attention than they do at present; they should be made more varied and more interesting than they often are, and especial pains should be taken with the pupil-teachers in order to give them a facility in doing this. Object lessons in the majority of schools are now rare, and form and colour almost entirely neglected; and one reason for this is probably the difficulty which teachers find in making such lessons interesting. While upon this subject I may also mention the very poor character of many of the prints and pictures that are found in the schools. A bad design and coarse colouring can hardly be supposed to

have so great attraction as something better. Moreover the eye should be receiving instruction as well as the mind, and there is perpetuated by such things the want of taste and of perception which are too often the mark of the lower classes in this country. In a few schools there are found occasional copies of famous paintings, and if good specimens of these became more numerous each lesson might be made to convey more teaching, and insensibly the beauties of shape and shade might be learnt from the different pictures that would be made use of.

Evening schools.

Supplementary to the day meetings are the evening schools, which in the coal and cotton districts are very numerous. Fifty-three of these schools have been examined during the year, and the number of scholars has been 1,329 males and 327 females. Managers rarely take much interest in these meetings, and the plan usually adopted is to let the master of the day school start one or not as he likes, and take for himself whatever fees or grant are payable. When the school year ends the majority of cases are examined under Articles 142–149 of the Code, and from what I hear and from the few visits which I have been able unexpectedly to pay on such occasions, these examinations may on the whole be said to be satisfactory. Some managers are spoken of as being more lenient than the inspector, but others again are the reverse, so that the balance is fairly even.

The grant not fairly earned.

It is impossible however to help thinking that while the letter of the law may be kept in these schools there is much money paid away without being in any respect fairly earned. The impression is that the general conduct of these schools throughout the year is lax, and requires active supervision. Again, scholars are presented in standards far lower than their attainments warrant, and thus year after year may obtain a grant which is in no way deserved for the instruction given in the schools. The whole thing in fact has been characterized to me as a farce by managers who are as well acquainted as any with the subject, and though this may not always be the case, still there is no doubt but that in many instances some better plan is required for the distribution of the grant.

Simple inspection.

Of the simple inspection cases in this district there has been time to visit only nine departments. Most of these are ill organized and deficient in every respect. In two cases, however, Little Woolton, boys, and Newton, girls, I have found results which would have been creditable to any certificated teacher, and have almost wished that a certain number of probationary inspections were allowed to count instead of the examination which so many shrink from. Generally speaking however, these cases are unpleasant work, and are often rendered the more so by the managers being either unwilling

or unable to give any assistance or to fill up the forms required. There is often a dislike to what seems to be intrusion and a feeling that the whole thing is a cause of unnecessary and unremunerative trouble to the school, and does not therefore deserve encouragement.

In all the above work I have had the help of my assistant, Mr. Mercer, and his diligence and readiness in every way to be of use has contributed very much to the ease with which so large an amount has been gone through.

I have the honour to be, &c.

C. F. JOHNSTONE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* REV. W. J. KENNEDY, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* SOUTH LANCASHIRE *and the* ISLE OF MAN.

MY LORDS, Manchester, January 1868.

I HAVE the honour to present my report for the two years ending 31st August 1867.

Some statistics of progress between 31 August 1865 and 31 August 1867.

As considerable changes have taken place in my district since my last report, I cannot compare the statistics of my present district with those given in my last report as I should like to have done. However, on a review of those parts of my district which remain unaltered I find the following facts:—

Taking the numbers of children present at examination in the same schools during the years ending respectively on 31st August 1865 and 31st August 1867, I find that the numbers in 1867 had considerably increased over those present in 1865; but the children presented in those same schools for grants under the standards have not increased in proportion. This may perhaps be partly accounted for by the fact that teachers now keep back more than formerly such children as they know will not pass and obtain grants.

The number of female pupil-teachers in the same schools shows a slight increase in 1867 over the number in 1865, but there is a further decrease in the number of male pupil-teachers.

The number of assistant teachers, both male and female, still goes on increasing at present. I expect, however, that owing to the decrease in male pupil-teachers the number of male assistant teachers, who are supplied from the body of pupil-teachers, will come to a standstill unless some further modification of present arrangements be adopted.

The increase in the number of schools for inspection in those parts of my district which are the same in 1867 as they were in 1865 is not very large. Perhaps no large increase in school accommodation was called for. There has been, however, some increase in the two years. Eight new schools have been built in Manchester and Salford, viz., St. Mark's, West Gorton; St. Matthew's, Hyde Road; St. Stephen's, Chorlton; St. Matthias's, Chorlton; St. Paul's, Chorlton; St. Gabriel's, Hulme; schools in Broughton, and the Egerton schools in Salford. New schools have been erected near Rochdale at New Hey in Milnrow parish, and in the Oldham district in York Street, Oldham, and at Park Bridge in Leesfield parish. Moreover, schools have been splendidly rebuilt and enlarged at Prestwich and Eccles near Manchester, and also at Buersill (now called Balderstone)

near Rochdale by the munificence of the Messrs. Radcliffes, manufacturers in that district.

Several existing schools, also, not previously inspected for annual grants have sought inspection and grants.

Miss Burdett Coutts' group of schools.

No instance has arisen in my district of the plan of grouping schools under the superintendence of one certificated master according to the scheme first made public by Miss Burdett Coutts.

Schoolmasters.

It is my clear conviction that the masters of our national schools are as a class inferior to what they were a few years ago. Several things will account for this. Their emoluments and hopes are less, but their work is heavier, for now they are allowed and in many cases even required to keep an evening school in addition to all their various labours in the morning and the afternoon.

The old masters are discontented with the Revised Code, and the new masters drawn into the profession are not equal to those who had been attracted to it between 1846 and the date of the Revised Code. There are exceptions, but, as a rule, attainments and refinement seem inferior, the aims and aspirations seem lower, and they work with less spirit and zest.

The fact that the Schoolmasters' Associations for mutual counsel and improvement are dissolving, as in Manchester, is one sign of the depressed spirit prevailing in the body.

Schoolmistresses.

I see no falling off in schoolmistresses. The profession remains an admirable opening for women, and continues to be supplied with efficient persons of that sex. I think we may predict that schools for the poor will more and more come under the teaching of women, as far as women can be made available for the purpose. Besides the schools for girls and for infants, which are now almost entirely in their hands, mixed schools for boys and girls, especially in the country districts, are I believe falling oftener into the keeping of women when it is not expected that many big boys will attend. I have not more than two or three such schools for inspection in my district, but I hear of such. I see it stated that this is the case in America. It is evidently an economical plan. There are now several cases in my district of certificated assistant mistresses in mixed schools under a master.

Assistant teachers and pupil-teachers.

Assistant teachers continue to be on the increase, and several of them in my district are holders of certificates. Boy pupil-teachers are fewer than formerly, and generally of a lower grade and less efficient. I have to complain too of the increasing readiness they show to leave the situation; a considerable proportion now resigns before the fourth year of apprenticeship. I have heard it said, but I do not vouch for its truth, that some managers like the pupil-teachers to go away in the first three years, because by a succession of young

pupil-teachers the schools are conducted more economically, as would evidently be the case, on account of the smaller pay given in the first years of apprenticeship. One school manager tells me that in the numerous schools where he is treasurer he has to offer higher pay in every case to eligible boy candidates for the office of pupil-teachers. Girl candidates seem as numerous and as satisfactory as in any former years.

Provisionally certificated teachers.

I have never met in any part of my district with an instance of the employment of a provisionally certificated teacher.

Attainments in reading, dictation, and arithmetic.

I proceed to offer a few brief remarks on the attainments in schools. The facts which I stated two years ago in my last report concerning the attainments of children in the three subjects of reading, dictation (*i.e.*, writing and spelling), and arithmetic remain the same, and have been confirmed by further experience.

Fewest children are actually passed in arithmetic, and the largest number get passed in reading; yet, notwithstanding, reading is to my mind the least satisfactory performance of the three and arithmetic the most satisfactory. I need not repeat again my explanations of this seeming paradox. I will only add under this head that I can scarcely imagine anything worse than the reading of poetry in the 5th Standard generally is. It is with very few exceptions thoroughly defective, and I pass the children only because they are nearly all bad alike, and I am compelled to acquiesce in a very low standard of merit.

Remarks as to progress of attainments in schools.

I have looked with special interest on the question as to whether schools can be said to have improved or retrograded in the attainments of the scholars and in general merit under the Revised Code as compared with the previous methods of proceeding.

The result of my comparison is that good and harm in these respects have resulted from the Revised Code, and I am not prepared to say which of the two preponderates. The good and harm to which I refer seem to me apportioned in a marked way. The bad schools have been made better, but the best schools have been made worse.

The best schools have lost ground in respect of masters, in respect of number and quality of pupil-teachers, and in respect of classification of scholars, which is now affected by the standard system, as I endeavoured to show in my last report. They have also lost by an over anxious and excessive attention to reading, dictation, and arithmetic, and by the consequent exclusion of other subjects, or at least a comparative neglect of them. And I think they have lost by children leaving school earlier than they used to do, for very few indeed remain after they have passed the 6th Standard,

however young they may be, as teachers do not care to have them, and if they did have them would pay no great attention to them or to their special requirements. I now have no school in which vocal music is taught by notes, scarcely any schools in which drawing is taught, and few in which grammar and history are much taught. Some geography is generally taught still.

On the other hand the Revised Code system has had a good effect upon careless masters, and perhaps I may add careless managers. It has compelled them on all accounts to see that the children learn some essential things with at least a fair amount of accuracy. For managers will no longer go on putting up with a master whose scholars cannot earn an average grant, and in very many cases the master is stimulated by receiving a fixed share of what is earned by those scholars who pass. I have seen much good result in inferior schools from this double stimulus of fear and reward applied to teachers by the system of "payment by results," though whether this same good might not be accomplished in another way, and whether the system of "payment by results" has not certain grave objections, are other questions.

Minute of 20 Feb. 1867.

I am glad to be able to report most favourably of the working of the Minute of 20 February 1867, which has held out some encouragement to the teaching of an extra subject beyond reading, dictation, and arithmetic. The Minute is not likely perhaps to have an extensive influence or application in the large schools of my district, because the Minute contains requirements which it would generally cost a large school more to fulfil than would be earned under the Minute; but as far as the Minute is applicable in schools which I inspect it has produced results of unqualified good. It has tended in a few instances to prolong children's attendance at school, to promote the teaching of grammar, or geography, or history, and to add something if not much to the funds of the small schools which it is often difficult to support in a state of efficiency.

Discipline.

One excellent point I am happy to say prevails generally in the schools with which I have been long acquainted in Lancashire, I mean good discipline. I find this out and learn to appreciate it when I go into any new or strange school. Teachers, and even others who should know better, are often I believe singularly unaware of the primary importance of establishing a very complete system of order, method, and discipline. I find it sometimes very difficult duly to impress teachers with a sense of it. In schools where there are so many children, and that too in one room, no great success can be attained without an almost perfect method and discipline and a thorough searching attention to what may seem minutiæ. A teacher once told me that after

he had adopted the plan of this close attention to minutiæ and enforcement of rigid discipline in the schoolroom he found that the boys gained an hour's attention to study in the course of the day. For my own part I find that I suffer far less by examining the 500 boys in Rochdale parish school, where the discipline remains very complete, than I suffer in two or three small schools which I could name. A complete system of discipline means a great deal. It means training boys to habits of order, method, and obedience, it means the checking habits of listlessness and the enforcing their close attention to what they are engaged upon. And who that has been engaged in the work of tuition can over estimate the value of giving a boy that habit and power of mind which enable him and accustom him to chain down his attention to the work which he has to perform? Such habit and power might almost be spoken of as the one invaluable work in education.

Play-grounds. There is no fitter place in my report for again urging the importance of playgrounds for schools than while I am speaking of school discipline. I find it as an almost invariable rule that those schools are the worst off in respect of discipline where there are no playgrounds. The playground is the legitimate place where during the interval of recreation a boy gets rid of his extra vivacity and loquaciousness and the lassitude of spirit consequent on mental exertion. If he has to get rid of all this in school, then discipline labours under great disadvantages, and indeed has a poor chance.

Drill. In connexion with the subjects of discipline and playgrounds I desire once more to call attention to the subject of drill. The mere routine of drill which old Dr. Bell and Wilderspin introduced extensively into schools was a useful aid in promoting discipline and valuable habits of prompt obedience. I regret its comparative disuse and neglect at present. But in addition to the old formulæ of drill under the Bell and Wilderspin systems I desire to see superadded some soldierly drill as being physically and morally good for the boys, and a matter of even national importance. I once recorded the satisfaction with which I saw this well carried into effect in a school for Welsh children in Liverpool by the master who was a serjeant of volunteers. It is very desirable that it should become a recognized part of school routine, and that it should be taught in normal schools for masters in order that they may carry it out well when they enter upon their duties.

Classification of scholars. I continue to find the due classification and consequent progress of children interfered with injuriously by the requirement in the Revised Code, that children who fail in a standard must nevertheless be examined in a still higher standard next time. It has many times occurred that I have

nad cause to remark to a teacher that a certain standard had done badly. And the explanation, and I believe the true explanation, has been, that the majority of the children of that standard had been placed in too high a standard at first perhaps in the infant school or some other school, and had failed in it. Afterwards, as they had been obliged to be examined year by year in an ever rising standard, they had never had a chance of being duly grounded and acquitting themselves with credit. Then, again, native dulness prevents some children from being able to keep apace with others, and yet by the Revised Code the dull children must keep in the same standard year by year with the more able. This is often very bad for the dull children as well as for the "results" to the school.

There is another evil to schools resulting from the imperfect classification which arises under the system of the Revised Code. In all schools it is very desirable to mark to a child and to his parents whether he is making progress or the contrary. This is wholly frustrated when a child goes up from one standard to a higher whether fit to do so or not. It would be better in my opinion that the names of all children who fail in all of the three subjects in a standard should be entered in the log book, and that the teacher should be at liberty to present them again next time in the standard in which they failed, though it need not be obligatory on him to do so if the children meanwhile had made up for previous backwardness. By this plan those children who had not failed in every subject would have earned some credit and become aware of it, to the just satisfaction of themselves and their parents; and it would be some stimulus to both parents and children. And as regards those who failed it is manifestly desirable on the other hand that parents should know when their children are backward, instead of indulging in false notions on the subject. The making out for teachers a list of those scholars who had failed in all three subjects would entail trouble on the inspector, especially in the case of the three highest standards, whose papers are revised after the inspector leaves the school; but it is worth while that it should be done for the good of schools.

I have just mentioned a use to which the log book might be applied with advantage. I desire to add respecting the log book that I think experience proves the advisableness of ceasing to require a daily entry in it. I never saw any regular daily entry in any log book which appeared to me of the slightest possible value on any ground; the entry is made daily, but is (according to my experience) felt to be an unreality and an undignified proceeding. On the other hand I could enumerate several very objectionable entries; at the same time I appreciate such a book and think it very desirable. Log book.

The feeling, however, which one has about unrealities, and the smile with which the log book is always exhibited, make me wish to see its use reserved for certain special purposes, which might be specified, and made a requirement, as some purposes are already specified and required in the Code.

Religious knowledge of school children.

The religious knowledge which I find in schools is probably much the same as heretofore.

Teachers often tell me that the Bible and religious knowledge present a wide field and that they often feel at sea, not knowing what definite course to pursue. There is truth in this; but they might at all events always be able to prevent their scholars from thinking that their practical utility as members of society, however important, is their chief and last end, that their eternal destiny is a matter of secondary importance. Teachers will have done some religious teaching who accomplish this. Beyond this, however, the church has a right to expect that there shall be much definite instruction. The grand fault in religious instruction lies in this, viz., that there is a want of systematized progress in our school teaching. The church ought to take a lesson in this direction from the Revised Code, the six standards should give the hint of what is to be done. Each standard should be taught to show to the inspector year by year a certain definite and systematized amount of actual religious knowledge. Each diocese might have a plan of its own; I shall be glad to promote this system as far as I can. Accordingly, without presuming to dictate to managers and others what should be taught in this shape, and without wishing to exclude other teaching, I wish here to announce that henceforward I will examine the children of each standard in their religious knowledge as follows: I shall expect—

From Standard I. the repetition of the Ten Commandments.

From Standard II. the repetition of the Catechism as far as the Apostles' Creed, with an intelligent understanding of the Ten Commandments and a repetition of the two explanations of them given in the Catechism.

From Standard III. a knowledge of the life of our Blessed Lord, and a repetition of the Lords' Prayer and of the explanation of it given in the Catechism.

From Standard IV. a recital of the Apostles' Creed, and an acquaintance with any one Gospel.

From Standard V., explanations of the Creed, and a knowledge of the same Gospel.

School managers.

From Standard VI. repetition of that section of the Catechism which relates to the two Sacraments, and a knowledge of the same Gospel.

Under a system of national education which was first set on foot by private voluntary zeal and effort, and which is still carried on to a great extent on the same plan, especially as

regards the origination of schools, the local promoters and managers must always form a prominent subject of interest. They are at present the motive power, the spring of the watch.

My experience is that among school promoters and managers there is not observable the same generally diffused zeal and activity and anxiety about schools as was to be seen 20 years ago. But then it is the tendency of men, when schemes have grown into an extensive and settled system, to lose apparently some of the earnestness which set the schemes on foot. Organized routine always seems more apathetic than the bustle and excitement which accompany organization in the first instance. And perhaps it is the fact that the apathy lies on the surface only while the system goes on working smoothly and undisturbed by sciolists, and that all the old enthusiasm would be rekindled by a dangerous spark. It may perhaps seem strange that I should have had to speak of any apparent apathy when writing from Manchester where so much has been talked lately about the education of the people. But it is my experience here that those who come forward to talk in public now and then about education are, for the most part, men whom I have never met or heard of as promoting the erection of schools or as supporting and managing them when built. Persons who like myself are engaged much with those who actually promote and found and carry on schools with their money, time, labour, and experience, fail for the most part to recognize the names even of those who care only to figure before the public, and who are I think invariably indebted to their imagination for their statistics and to their memory for their new schemes.

If, as I have said, there perhaps appears some want of life among school managers on many points, nevertheless, increased attention is being paid by them to some of the mechanical operations of their schools, and especially to the financial means and arrangements. This desirable attention to certain school details on the part of the recognized managers has undoubtedly been in chief measure the result of the Revised Code, which again threw upon them the entire care and responsibility of paying the whole school staff, as had been the case before 1847.

In a great many cases, however, to speak plainly, managers do not deny a certain diminution of interest in the working of their schools, and one gentleman recently told me that he had ceased to take an active part in the meetings of managers because he found that now the subjects to be taught, and the accounts to be kept, and nearly all other details were prescribed for him in London. This feeling is, I know, shared by others, though not often expressed to me, and I wish to reply to it, as I feel that it is a matter of the last importance,

I will not say to awaken, but to keep alive and excite the interest in schools of those who founded them or represent their founders. I say then that school managers are unwise who do not rejoice in the present interest and the present part which the State takes in schools; especially as those are beyond doubt the best schools, and perhaps the only good ones, in which the State does take a part respecting the teaching and the income and accounts. The question for local managers is whether they have not still left in their hands what they would desire specially and above all to retain. I am sure that this is the case, and I am most anxious that they should feel, and feel strongly, that it is so. I wish to remind them therefore that they have entirely in their hands the religious training of the school teachers, first as pupil-teachers and afterwards in the normal schools; they have entirely in their hands the appointment and dismissal of all teachers, and they have under their guidance and control the religious teaching of the scholars of their own faith. They have also the power to decline annual aid from the State. Managers are losing sight of these most important facts and principles; strange as it may seem that they should do so. I trust that the old spirit may be recalled in them.

One point in connexion with the management and teaching of schools no one regrets more than I do, I mean that every*thing* connected with the teaching of the schools seems in too many cases referred to the inspector's visit. This comes out often quite unconsciously on the part of managers and teachers. I am frequently surprised and sorry to see how little value a master attaches to anything he may have taught his scholars for the sake of the intrinsic value of the instruction itself. Unless it pays, or comes out in some way at my inspection, the master seems to think his teaching to have been wasted. I have observed a teacher seem to think even his religious teaching thrown away unless brought into display at my examination. I see one great cause of this lack of life and independent spirit in this district, but this is not the place for naming it.

Statistics of the education of the people.

Much has been said, and something has been attempted to be done in my district, about ascertaining statistics of the education of the people. I have recently made an attempt on my own account, as an experiment, to find out some particulars on this head.

My private attempt was made on a very small scale, by visits to a limited number of houses in a very poor district, though not one inhabited by thieves and prostitutes and beggars and tramps, which it is very unfair to select, as has been done by others in Manchester.

One result of it was to prove to me that no mere filling up of tabulated forms after mere inquiries can be relied upon.

I became convinced of the worthlessness of the answers I received.

Another result was to show to me that it is most easy to make out a case either way, either favourable in respect of school attendance or unfavorable.

If inquirers have any bias towards making an unfavourable return, their cases can be made out very easily by returning the numbers who, when the inquiries are made, are said not to be attending at any school.

On the other hand, if the inquirer leans towards a favourable return, then he will rather draw attention to the length of time which the parents or the children themselves report as the periods during which the children have attended at any schools.

The term during which a poor child may have for schooling is about ten years of his life.

But a child may have attended nominally during the whole ten years with no good result, or for two years only with very valuable results.

The conclusion I come to is, that the only test which can be relied on is an actual examination of the children themselves between the ages of 11 and 13 years, or perhaps 14 years.

Eventually I had recourse in my small experiment to this last plan. The result was very favourable. I found that all the children between 11 and 14 years old whom I examined with slate and book could read and write fairly, and that all could cipher a little and some could do so with much credit. I incline to hope that if the plan I pursued were tried on a large scale the country would be gratified by the result.

I have the honour to be, &c.

W. J. KENNEDY.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. C. W. KING, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* DURHAM *and* NORTHUMBERLAND.

MY LORDS,

I HAVE the honour to present my report of the schools which I have inspected in the counties of Durham and Northumberland during the year ended August 31st, 1867.

During the last 12 months there have been unusual interruptions in the general working of the schools in the district, arising partly from the unsettled condition of the mining and colliery population during 1866 and the early part of 1867, partly from the extraordinary severity of the weather during the winter and spring of 1866–67, and partly from the prevalence of severe epidemics in different parts of the two counties during the whole of the year. These causes have, doubtless, had a tendency in many cases to obstruct the progress of education, but at the same time I am able to report satisfactorily on the general results of the year, and to bear witness to the increased estimation in which the schools are held in almost every part of the diocese.

Three kinds of schools.

The schools which I inspect are principally of three classes,—town schools, agricultural schools, and colliery schools; of these, the town schools upon the whole reach the highest standard of attainments, but rather from the education of the children being less interrupted than from any marked superiority in their powers of intellect; the children of the agricultural population, especially in the northern part of Northumberland, give proofs of very considerable intelligence, while the irregular attendance and frequent changes among the colliery children, combined with the early age at which they leave school, prevent *them* from reaching that degree of efficiency to which they would otherwise be competent to attain.

General progress— (*a*) Number of schools.

Since my last report in 1865 there has been an increase in the number of schools under inspection, and also in the average number of children in attendance for the year, as well as in the aggregate number of scholars present on the day of my visit. In 1865 I inspected 255 departments under separate teachers, in 1867 the number has increased to 299; the principal advance has been in the number of mixed day schools and evening schools, 17 of the former and 16 of the latter having been added to the annual grant list since 1865. There has also been an addition of seven infant schools, two boys' schools, and two girls' schools since the same date.

(*b*) Aggregate accommodation.

The aggregate accommodation in all departments in 1865 was sufficient for 33,014 children, while now, at the same rate of measurement, *i.e.* eight square feet of superficial area to each child, 37,072

children are provided for, additional room being thus secured for 4,058 children. The average attendance of scholars has risen from 21,016 and 403 to 23,054 and 793 in the day and evening schools respectively, and the total number of children actually present on the day of inspection has advanced from 25,336 to 28,260. The number of scholars qualified by an attendance of more than 200 times and actually examined under the various standards, amounted in 1865 to 13,278 in the day schools, and to 205 in the evening schools; in 1867 the number of children so examined amounts in the day schools to 14,302, and in the evening schools to 611, giving an aggregate increase of 1,430 in all departments. Of the whole number, 10,964 were boys, 2,836 were girls, 502 were infants of either sex, and the remainder consisted of 523 male and 88 female evening scholars. It must be remembered that infants under six are not required to pass any individual examination, and this fact accounts to a considerable extent for the disproportion between the average attendance in the schools and the number of those who are recorded as being actually examined. No less than 3,107 infants were registered as having kept the requisite number of attendances, but under the provisions of the Revised Code their schools were entitled to receive a grant on their account without individual examination, subject only to the two further conditions that they should be present on the day of inspection, and that they should be shown to be adequately superintended and taught. The number of teachers is naturally increased in proportion to the rise in the number of scholars; in 1865, 234 certificated teachers, 201 pupil-teachers, and 16 assistants were employed in the district; the staff now consists of 258 certificated teachers, with 208 pupil-teachers and 22 assistants. Of all the schools reported as inspected during the year, only seven were under the charge of uncertificated teachers, receiving no grant, but visited at the request of the managers, either with a view to enable their teachers to sit for a certificate under Art. 72, b. 2, or from a desire to ascertain the efficiency of their schools as compared with those that were under the care of government teachers. On this point I feel bound to speak decidedly, and I must bear testimony to the marked superiority in the discipline and efficiency of those schools which are worked by trained masters and mistresses; there is a method and a regular system in their teaching and management which I *very* rarely find equalled by those who have not had the advantage of early preparation and early training to fit them for the important work of education. There are two statistical facts in connection with the schools in my district in which I should be glad to report a change for the better; and these are, first, the age of the children who are being educated, and, second, the length of time

(*c*) Average attendance and numbers present at inspection.
(*d*) Scholars examined.

Infants not examined.

Number of teachers.

Uncertificated teachers.

Age of children, and length of stay at school.

during which they remain at school. In 1865 the number of children on all the school registers amounted to 30,342, 21,502 under and 8,840 above ten years of age, or 70 per cent. under and 30 per cent. above that age. At the close of the present year there is but little change in the proportion, but that little is still in favour of the younger scholars; of 32,638 children on the registers, 23,166 are under and 9,472 above, or 71 per cent. under and 29 per cent. above the age of which I speak. Again, in 1865, there were 19,379 children whose names had been less than *three* years and 10,667 whose names had been less than *one* year on the registers; and this year, out of a somewhat larger total, 11,384 names have been less than one year, and 19,156 less than three years on the registers, leaving less than *one-sixth* of the children who had been *more* than three years at school at the making up of the school returns. There can, I think, be little doubt that the children leave too early, and that the education is not sufficiently continuous to produce entirely satisfactory results, but the causes of the defect are not so immediately evident. In answer to inquiries which I have frequently made upon the subject, one of five reasons is commonly given:—(*a*), the great demand and high pay for juvenile labour; (*b*), the migratory character of the agricultural and colliery population; (*c*), the operation of the Revised Code in the exclusion of the higher branches of education; (*d*), the loss of interest on the part of teachers and managers in the stay of the children, after they cease to be the medium of bringing in a grant to their schools; and (*e*), the apathy of the parents. With regard to the fourth of these reasons, there may be some truth in it in a few isolated cases, but I do not think it can in any way be quoted as a general or prevailing feeling. As to the Revised Code, it is becoming more and more appreciated among teachers and managers, and though in some of the better town schools the fancied necessity for the omission of the more advanced subjects of education, and the reduction of the time-table to the three elementary subjects, did for a time lower the average age of the older scholars, I could not accept this as a general cause; the children leave *before* this consideration is brought to bear, and even any temporary effect which might have been produced has already been much mitigated, by the restoration of such subjects to the school routine in a large number of instances, from the conviction that the time spent on geography, grammar, or history, is not without an elevating effect, and conduces to prevent that dull monotony which materially increases the difficulty of teaching only the three rudimentary branches. In the migratory character of a great part of the population there is no doubt a great drawback, but it is one which cannot well be met by any movement of a purely educational character.

Causes of this defect.

The *too* early employment of children in manual labour is also an evident evil, but it would really appear in these counties that neither is the pressure brought to bear by employers so great, nor the inducement laid before the parents of the children so strong, as to form a real valid excuse for the apathy with which the subject of education is still treated amongst the classes for whom our national schools are meant, and it is in this *apathy* that I believe the great impediment to lie to the success of voluntary education. In passing to the detailed results of the standard examinations, it is necessary, in order to form a correct estimate of the value of the per-centages, to remember that a very large number of the schools from which they are derived have been already examined under the Revised Code, and that the scholars have been obliged to pass one standard higher in each succeeding year, whereas in 1865, the date of my last report, most of my schools were examined under it for the first time, and under certain restrictions, the teachers were at liberty to present the children in the standard for which they considered them fully qualified. During 1865, out of the 13,278 children examined, 12,021 passed in reading, 11,637 in writing, and 10,011 in arithmetic in the day schools, while in the evening schools, out of 205 scholars examined, 185 passed in reading, 168 in writing, and 137 in arithmetic. In the year now ended, of 14,302 day scholars examined, 12,731 have passed in reading, 12,249 in writing, and 11,000 in arithmetic, while of the 611 evening scholars, 570 passed in reading, 497 in writing, and 489 in arithmetic. From these facts it will be found that the per-centages for the two years are these:—

Examination in standard subjects.

Per-centage of passes.

1865.—Day schools:—Passed per cent., reading, 90; writing, 87; arithmetic, 75.
Evening schools:—Passed per cent., reading, 90; writing, 82; arithmetic, 67.
1867.—Day schools:—Passed per cent., reading, 89; writing, 86; arithmetic, 77.
Evening schools:—Passed per cent., reading, 93; writing, 81; arithmetic, 80.

The per-centage in the day schools in the three subjects taken *together* is precisely the same in the two years, reading and writing being 1 per cent. lower, and arithmetic 2 per cent. higher in 1867, and the evening schools exhibit a general improvement of 15 per cent., reading being 3 and arithmetic 13 per cent. *higher*, and writing 1 per cent. *lower* than in 1865. With regard to the actual progress in the standard subjects, there are decidedly fewer schools now in which the children break down in any one of the three, and the results of the year pretty nearly bear out the promise of 1865. The character of the reading is not, as a rule, per-

Standard subjects—(*a*) Reading.

ceptibly altered; great care appears to be taken in the lowest classes, a good foundation is generally laid, and the progress is creditable in the various steps up to the fourth Standard; from this point improvement is still required; in the reading of poetry the fifth Standard scholars too often betray a very marked want of the fluency, taste, and expression which may fairly be demanded from them, and both in this and in other advanced reading, it seems to me that too low an estimate is formed of the progress in general style and intelligence, which should be carefully grafted on the correctness and accuracy of former teaching. There is still a great variety of reading books in use, differing so materially in the hardness of the lessons arranged for the use of the different standards that it is no easy task to reduce the reading generally to any uniform standard of efficiency.

(*b*) Writing. Writing is generally satisfactory, the cramped and uncertain style of former times now yielding to a more bold and even outline in the formation of the hand, and I would only urge that very careful superintendence should be exercised at the time when paper is first substituted for the slate, and that the older scholars should be made more familiar with working on paper in the upper Standards, not only as conducing to success in school examinations, but as a valuable preparation for after work.

(*c*) Spelling and composition. Under the influence of dictation, a valuable and increasing element in school work, spelling is making steady progress, and though still sufficiently imperfect to mark it as one of the teacher's greatest difficulties, it is clear that considerable improvement has been produced. I cannot say so much for composition, this is one of the weakest points in the upper classes. They exhibit a want of power to express their ideas in correct and intelligent language, and a general poverty of words, which call for amendment, and I think more attention on the part of the teachers should be directed to this defect.

(*d*) Arithmetic. Arithmetic is methodically taught, notation is improving, and as far as the Standard requirements are concerned, the subject continues to promise well; some danger appears to me to exist of its being treated in too mechanical a way with the upper classes, so that unless the questions are put exactly in the accustomed form, the children experience some difficulty in *applying* the rules with which they are really familiar.

(I append to this sheet a copy of an average set of sums as used in the various Standards in boys' and girls' schools respectively; *all* sums are given from dictation.)

STANDARD I.

Boys and Girls.

$4+3$ - - $6+4$ - - $5+3+2$.

$8-5$ - - $9-6$ - - $10-3$.

Write down 9, 11, 7, 13, 17.

STANDARD II.

Girls.—908 + 1475 + 914 + 865 + 5760 : 21346 — 8907.
Boys.—798 + 2086 + 5784 + 987 + 3708 : 23024 — 9019
B. and G. multiplication table.

STANDARD III.

Girls.—321413 ÷ 7 : 86987 × 98 : 53498 + 960709 + 5143648 + 5004 + 748052.
Boys.—2321045 ÷ 9 : 198476 × 907 : 609057 + 6180098 + 90358 + 4084536 + 10011 + 7983075.

STANDARD IV.

Girls.—62949*l.* 18*s.* 9*d.* ÷ 68 : 846*l.* 11*s.* 3¾*d.* × 87. Addition or subtraction to test notation in £ *s. d.*, numbers similar to Standard III.
Boys.—192495*l.* 19*s.* 8¼*d.* ÷ 207 : 1879*l.* 18*s.* 10¼*d.* × 134. Addition or subtraction to test notation in £ *s. d.*, numbers similar to Standard III.

STANDARD V.

Girls.—6951 weeks, 4 days, 20 hours, 39 minutes ÷ 79 : 379 cwts. 3 qrs. 23 lbs. 12 ozs. × 87. Addition or subtraction in weights and measures, numbers similar to Standard III.
Boys.—2292754 weeks, 4 days, 17 hours, 21 minutes ÷ 249 : 8415 miles, 6 furlongs, 163 yards, 1 foot × 118. Addition or subtraction in weights and meaures, numbers similar to Standard III.

STANDARD VI.

Girls.—Find the value of 28472 tons at 19*s.* 7½*d.* per ton, and of 18436 articles at 3*l.* 10*s.* 10½*d.* each.
Boys.—Find the value of 138021 articles at 2*l.* 7*s.* 7*d.* each, and of 87 acres, 3 roods, 15 poles at 15*l.* 10*s.* 6*d.* per acre.
And in each case a sum in bills of parcels, and generally one sum of the same character as those in Standard V.

Extra subjects, Minute, Feb. 20, 1867.

There has hardly yet been time to judge of the effect of the Minute of February 20, 1867, as none of the schools which I have examined since that date have had a full opportunity of working up to its requirements. I have, however, marked with satisfaction the reaction that has taken place, since my last report, and there are now a considerable number of schools in which the extra subjects have, with advantage, been restored to the time-table. Geography is most commonly taught, and while *some* schools have passed very creditable examinations in grammar and history, I have found in *many* a sound though still somewhat elementary knowledge of the first-named subject, and, as I have already mentioned in this report, the value of this more extended instruction is beginning to be again better appreciated. The religious knowledge is certainly better, it is more generally diffused, and I have very rarely had occasion to notice any marked deficiency. At the same time I must repeat, in a slightly modified form, my remark in my last report, that while the children are carefully taught the details of the Bible history

Religious knowledge.

the lessons of life and conduct to be derived from them, and the bearing of the teaching and doctrines contained in the portions selected for instruction are not sufficiently impressed upon the children's minds. There is a better acquaintance with the Catechism, but in this and in the Church services generally there is room for considerable advance. I think there is often a want of judicious-training on this subject, the reasoning powers of older children not being sufficiently exercised; they are taught to *remember* but not to *think* or *reflect.*

Discipline. The general discipline in my schools, exhibiting marked degrees and differences, according to the tone and character of the teachers, is decidedly satisfactory, and there is no point to which I attach greater value in the estimation of power and ability in the management of a school.

Log book, &c. I find no lack of care in the keeping of the registers and other school documents. The log book is perhaps the least satisfactory, exceptional cases proving the value of the diary carefully and intelligently kept, while it is too often a record of facts which have little to do with the progress and working of the school.

Girls' needlework. Among the details of the girls' school needlework is of course a prominent subject, improved upon the whole, but not reaching a high standard, and still not regarded as a sufficiently systematic subject of instruction.

Infant schools. The increase in the infant schools is full of promise; they are in most cases well conducted, and the superiority in order and discipline in those schools where the younger children have passed through the infant department, is a strong testimony to their efficiency.

Evening schools. There is a considerable increase in the number of evening schools, due no doubt in a great measure to the permission given under Articles 142–149, but they are still generally small, and, with two or three exceptions, so few of the scholars are presented for examination that it is not easy to judge how far they are doing a valuable work. I have been utterly unable from press of work to be present at any of the examinations held under the Articles above alluded to. The number of passes in the several subjects is good, but from the teaching, organization, and examinations being so different, it is impossible to form any real comparison between them and the day schools.

Schools of special merit. I have carefully noted the merits of the various schools, but have abstained in this general report from special mention of individual cases, as I cannot but feel that invidious distinctions may seem to be drawn where schools of similar size and *apparently* similar character are being worked side by side under strangely different circumstances and degrees of encouragement.

Financial summary. It may be interesting to note the cost of the work of education in the district; it amounts to 1*l.* 5*s.* 1*d.* as the average expense on each scholar in attendance, and the Government grant for the 12 months

amounts to 9,797*l.* 15*s.* for the day schools, and to 226*l.* 13*s.* 9*d.* for the evening schools, making a total of 10,024*l.* 8*s.* 9*d.*, considerably more than *one-third* of the aggregate expenditure. There is only one other subject on which I would wish to touch, and that is one of the gravest importance, our present and future supply of teachers. There is at present a large body of valuable masters and mistresses at work in the district, and discharging their duty with diligence and success; but the demand for teachers appears to be gradually exceeding the supply, and considerable difficulty has been felt during the past year in meeting with a sufficient number to fill the rapidly increasing schools in the diocese. This naturally draws the attention to the source from which the majority of the teachers spring, I mean the pupil-teacher system, which I believe to be invaluable in the administration of our schools. There has been a slight reaction in the number of those who have been apprenticed during the past year; but while boys especially are difficult to meet with, there is not the same opportunity, either in boys' or girls' schools, for managers to select well-qualified candidates. The results are, inferior abilities, and less interest in school-work at the outset, restlessness in their employment, and the frequent breach of apprenticeship before the term of years has expired, all serious difficulties to encounter in the working of a school staff. The last Minute of the Privy Council offering certain pecuniary inducement to pupil-teachers to complete their apprenticeship and their course in a training college cannot be without effect; but it should be the object of managers also, and of all who are interested in education, to suggest and carry out any measures, that might conduce to the apprenticeship being regarded as a more binding and permanent engagement, and encourage them to carry on the profession they have adopted.

Teachers, and prospects of pupil-teachers.

The assistant teachers are working well, and with very fair success, but I cannot think that as a *rule* they compensate for the corresponding staff of pupil-teachers; to say nothing of the fact that they are quitting their own training and study at an important moment, they are not likely to remain any length of time, they do not throw themselves so easily into the head teacher's method, there is less division of teaching power among the classes, and less of the head teacher's personal influence brought to bear throughout the school, so that while highly appreciating their labours I should be sorry to see the pupil-teacher system dwindling under the idea that the want could be thus easily supplied. I visited the training schools in this diocese with Mr. Cowie, H.M. Inspector, and Mr. Tinling, H.M. Inspector, and found that the authorities were anxious at the marked diminution in the pupil-teacher

Assistant teachers.

Training schools.

candidates for admission. I may here speak of the practising schools attached to these institutions; they both struck me as well adapted to the purpose for which they are used, and the standard of instruction in the boys' school was highly satisfactory.

In conclusion, I beg to acknowledge the careful and efficient discharge of his duties by my assistant, Mr. Hunter.

I have the honour to be, &c.

C. W. KING.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* REV. F. MEYRICK, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* NORFOLK.

MY LORDS,

MY official occupation during the year has consisted of inspecting elementary schools, holding collective examinations of pupil-teachers, revising the papers written by them, assisting in the examination of the Norwich Training Institution, presiding at the examinations for certificates of merit and for admission into training colleges, and revising such papers of the candidates for certificates of merit and for admission, as your Lordships thought proper to assign to me. Occupation.

The number of elementary schools which I have inspected and examined is 178, viz.:—

Boys' schools - - -	22
Girls' schools - - -	19
Infants' schools - - -	17
Mixed schools - - -	113
Evening schools - - -	7
Total - - -	178

These schools contained 14,537 children, viz.:—

Boys - - - -	6,594
Girls - - - -	5,823
Infants - - - -	1,894
Evening scholars (male) -	175
„ „ (female) -	51
	14,537

Of these, 152 schools, containing 13,743 scholars, receive annual grants from your Lordships; and 26, containing 794 children, were visited simply for purposes of inspection. The average attendance at the day schools receiving annual grants was 87, at the evening schools 32, at the schools visited simply for inspection, 50.

Since my last report, my district has been reduced by the withdrawal from it of a part of Suffolk. It is now co-extensive with the county of Norfolk. District.

Exclusive of Norwich, to which I shall refer presently, there are in the county of Norfolk rather more than 700 parishes, which number however is reduced by virtual or actual consolidation to rather less than 600, and these 600 parishes contain about 575 public Church of England schools. Schools in Norfolk.

The schools, however, are not divided among the parishes so equally as that each parish has its own school. Large parishes have sometimes two or three schools, and thus it happens that though the number of schools nearly equals that of the parishes there are still about 75 villages with a population above 100 where there is no public Church of England school. The educational needs of about 25 of these are supplied by the schools of adjoining parishes. It remains that there are some 50 parishes in the county, containing an aggregate population of about 15,000 persons, for which the Church of England does not provide public schools. Three of these (so far) unprovided parishes have a population of upwards of a thousand, and a fourth is hardly of smaller size.

Of the schools in Norfolk, still excluding Norwich, 210 are open to Her Majesty's inspector. The following is a list of those inspected by me during the past year, whose *average* attendance amounts to or exceeds one-tenth of the population of the parish. There is so great a difference between average and occasional attendance that I consider an *average* attendance of one in ten to be a proportion with which school managers may rest satisfied:—

Name of School.	Manager and Correspondent.	Average Attendance.	Population of Parish.
Acle	Rev. R. W. Kennion	111	926
Binham	Rev. R. C. Cavell	71	512
Carleton Forehoe	Rev. F. Raikes	24	124
Castle Rising	Rev. C. W. Bagot	52	377
Chedgrave	Rev. H. A. Barrett	61	387
Colton	Rev. H. Daveney	28	228
Denton	Ven. Archdeacon Bouverie	59	518
Gaywood	Rev. R. Pearse	138	1,368
Hillington	Rev. H. Ffolkes	42	330
Langham	Rev. J. M. Randall	80	399
Loddon	J. Copeman, Esq.	118	1,153
Lyng	Rev. W. Millett, dec.	79	590
Roydon (Lynn)	Rev. C. W. Bagot	34	196
Sculthorpe	Rev. H. Jones	72	680
Winterton	Rev. J. Nelson, dec.	112	744
Wooton North	Rev. W. W. Clarke	43	247

The population of the county, exclusive of Norwich, is about 350,000. The children in Church of England schools within it are about 37,000. In other words rather more than one in ten of the population are under instruction in Church of England schools, a ratio which is however made less favourable when the City of Norwich is added to the calculation.

Schools in Norwich.

In my two last reports I lamented the backward state of education in Norwich, and at the same time expressed my belief that great improvements were in course of being carried out. I am glad to say that my anticipations have been verified, as shown by the following figures:—

Schools.	Average Attendance, 1865.	Average Attendance, 1867.
St. Augustine - - - - -	132	195
St. Giles - - - - -	226	251
St. James - - - - -	89	268
St. John de Sepulchre - - - -	96	143
St. Lawrence - - - - -	90	97
St. Martin at Palace - - - -	69	74
St. Paul - - - - -	75	143
St. Peter per Mountergate - - -	50	296
St. Stephen - - - - -	283	446

Two years ago the children in average attendance at Church of England schools in Norwich were 3,600; now they amount to 4,550. It is true that there are still many more children, between 2,000 and 3,000, to be brought under instruction, but seeing that religious zeal and philanthropic exertion have actually gathered in no fewer than a thousand in two years, I feel very confident that all that is still lacking will be supplied, if only managers are left to do their work quietly, and no organic changes in our educational system be adopted. There are already schools to which any child in the city may be sent, though doubtless more children would be gathered in were schools established in the parishes of St. Benedict, St. Edmund, St. George Colegate, St. Mary Coslany, St. Michael Coslany, and St. Michael at Thorn.

The parishes of St. Mark (incumbent, Rev. N. T. Garry), of St. Matthew (incumbent, Rev. G. W. Cooke), of St. Giles (incumbent, Rev. W. N. Ripley), continue to take the lead in the cause of education in Norwich. The parishes of St. Stephen (incumbent, Rev. C. Baldwin) and of St. Peter per Mountergate (incumbent, Rev. J. Durst), in both of which great exertions have been made with great success, now take the fourth and fifth places, and St. Augustine (incumbent, Rev. M. J. Rackham) the sixth. These are the only parishes where the average attendance of the children at school surpasses one-tenth of the population of the parish, but a great educational work is also being vigorously carried on in the large and important parishes of Heigham (incumbent, Rev. C. J. Rust), of St. James (incumbent, Rev. A. D. Pringle), of St. John de Sepulchre (incumbent, Rev. W. H. Moore), and of St. Paul (incumbent, Rev. B. Cooke).

Scholars under instruction.

If the proper proportion is one in eight, there should be in the whole of Norfolk 53,789 children under instruction in Church of England and Nonconformist schools. There are about 42,500 in Church of England schools. There would remain about 11,000 to be accounted for by Nonconformist schools and by private adventure schools, and by schools for children of the higher classes or not accounted for at all.

Causes of non-attendance.

The absence of those children who ought to be under instruction is not in any large degree owing to the want of school accommodation, for the chief defaulters are in Norwich and other great towns, where there are schools to which they might go if they would; nor to the inefficiency of teaching provided in schools, for the best schools are to be found in those large towns where most children are nevertheless absent. Nor is it owing to any religious difficulties. In this county such difficulties do not exist. It is owing to the parents' want of appreciation of the advantages of education, to their poverty, and to their preference of the wages earned by their children to the less tangible benefits to be derived by them in the future from reading, writing, and arithmetic. In part too it is owing to the deleterious effect of the gang system, the evils of which I have pointed out in two previous reports.

Schools open to inspection. Causes of non-inspection. 1. Fear of expense.

The number of schools in my whole district (including Norwich) which are open to Her Majesty's inspector is 232, and this number is rapidly increasing. The reasons why it is not considerably larger appear to be—1, a fear that the employment of a certificated teacher will increase the cost of the school. This fear is altogether groundless. As I showed in my last report, wherever a parish is large enough to have a public school at all (*i.e.* anything more than a dame's school) it is cheaper to have a certificated teacher with a grant from your Lordships than an uncertificated teacher; because the amount of the grant more than covers the difference in the salary of the teacher. It would seem too as though the average cost per child was less in well managed schools under trained teachers. In the schools which I have examined during the year the expenditure per child in schools under trained teachers has been 1*l.* 4*s.* 10½*d.*, in schools under untrained teachers 1*l.* 15*s.* 4*d.* This, however, is perhaps in part owing to the latter being smaller than the former, and to some of them being endowed, and therefore well to do. The second reason which operates against opening schools to inspection appears to be that love of independence and managing things our own way which characterizes Englishmen in other departments also. But the reason which has the most deterring effect is an apprehension on the part of managers that the religious rights and liberties of founders, promoters, and managers of schools may be interfered with in a manner and to a degree of which they are as yet unable to judge. I feel

2. Love of independence.

3. Jealousy for religious rights.

bound to state, for your Lordships' information, that the feeling of managers of schools in this district is equally averse to the Conscience clause as I reported it to be two years ago. With the same view I think it right to add that I do not find so strong an objection to the proposal of a parent's withdrawing his child from specific lessons, provided that the right of doing so be not inserted in the trust deed of the school, but be left as a matter of agreement between the individual parent and the manager, the penalty for violation of the agreement being the loss of your Lordships' grant for the year or years in which such violation is proved to have taken place. Conscience clause.

The liberality of the clergy in opening their schools to all comers is very striking. In one school in Norwich consisting of 63 children, I inquired how each child was taught on Sunday, and I found that 37 of them went to Nonconformist Sunday schools and places of worship, and 26 of them to Church Sunday schools and places of worship. Here the great majority of the children were being brought up as Nonconformists though instructed in a Church of England school. I must say that I have never heard of a case of oppression of conscience in schools of the Eastern Counties, nor have I ever heard a complaint of oppression having been used. Liberality of clergy and managers.

Schools under trained teachers continue to be far superior to those under untrained teachers. Of the former class almost all are satisfactory or more than satisfactory in respect both to instruction and to discipline; of the latter I can only name four among those which I have inspected which I can call good schools. Two of them, Taverham and Drayton, are taught by schoolmistresses who have been pupil-teachers. In the two others, Hellesdon and St. Peter Mancroft, the teachers might readily, I should suppose, earn their certificate if they chose to present themselves for examination. But though the teaching in St. Peter Mancroft is good the schoolroom is discreditable. There are, therefore, only three out of the 26 schools under untrained teachers which I have visited that I can consider in a thoroughly satisfactory state, and the teachers of two of them have indirectly derived benefit from training, besides being superintended by remarkably active managers, the Rev. R. C. Burton and the Rev. Hinds Howell, who take a special interest in their schools and in education. Trained teachers. Untrained teachers.

Your Lordships' Minute of February 20, 1867, has been a great boon to schools. The provision respecting pupil-teachers has gone far to arrest the threatened annihilation of that valuable body of young men and women, who while they teach learn, and out of whom, as they grow up, our best principal teachers are formed. Geography or grammar or history is happily being re-introduced in almost every school Minute of Feb. 20, 1867.

as a subject of study. And this has the good effect not only of making the children more intelligent, but also of keeping them longer at school; for parents and children have alike thought during the last four years that as soon as a child could read moderately well, write fairly, and cypher as far as the rule of practice inclusive, he had nothing more to learn in a school where nothing else was professed, and might therefore as well be removed.

Higher standards recommended.

I venture to think that the course adopted by your Lordships in instituting a quasi-seventh standard might be further proceeded in with advantage to schools. The evening schools, valuable as they are in their own way, are altogether incapable of carrying forward and further advancing the education of boys who have passed through the day-schools. When the day-scholar has recourse to the evening school he invariably falls back on easier work than he was already doing in the day-school. And it is quite impossible that this can be otherwise, unless we have two totally distinct classes of evening schools, one for those who have already passed through the day-schools, and another for those who have grown up untaught, and this is a thing which would be impossible except in large cities. As then the education of the scholar practically ends with the day-school, I think that it would be a benefit if no upward limit was laid down as to standards or as to age. I think that it would be of great advantage both to scholars and to schools if children were allowed to proceed to a VIIth, VIIIth, IXth, or Xth Standard. Under these standards higher rules of arithmetic would be required, such as proportion, and after that fractions; "writing" would be understood to mean composition and writing from memory; and "reading" to include an apprehension of the sense of the passage read and an ability to explain it. Geography, grammar, or history would be required, but it might be left to the scholar to select any one of the three, provided that he did not take the same subject two years following. Composition, by which I mean such an exercise as that of writing the life of a person in Scripture or describing something which the pupil has seen or heard of, is a thing which I very much desire to see restored in our elementary schools.

Religious knowledge.

With a view towards making religious knowledge more exact, I find it best to appoint certain parts of Holy Scripture for the elder children in schools to prepare for their annual examination. Last year they were examined in the First Book of Kings with special regard to the history of Elijah, the first 12 chapters of the Acts of the Apostles with special regard to the history of St. Peter, the catechism, the creeds, and the collects. In the ensuing year they are preparing themselves for examination in the Second Book of Kings,

with special regard to the history of Elisha, the remainder of the book of Acts, with special regard to the history of St. Paul, the catechism, the early part of the Communion Service, and Articles I.–XX. The diocesan inspectors and the committee of the diocesan school prize scheme co-operate with me by fixing on the same portions of Holy Scripture and the Prayer Book for their examinations.

I have the honour to be, &c.

FREDERICK MEYRICK.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. G. R. MONCREIFF, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* KENT.

MY LORDS, 25th January 1868.

I HAVE the honour to lay before you my report for the year 1867. My work during the year has been uninterrupted. I continue to be thoroughly satisfied with Mr. Emmerson's faithfulness, diligence, and patience in the discharge of his duties.

Changes. There has been no great change in the district, since the date of my last report, two years ago. On my present list, are seven schools which have not yet been inspected,* and seven others have been visited for the first time in 1867.† No school, I think, of my original list has been withdrawn from inspection, but a few have ceased to receive grants under Art. 93[3], their endowments exceeding 15*s.* per scholar.

Passes. As far as progress is to be tested by per-centages of "passes," the district remains stationary. Out of 216 inspected departments (omitting infant and night schools),—

61 have advanced.
58 „ gone backward,
97 „ remained stationary.‡

This leaves us very much as we were. There are only 20 cases in which the advance reaches 10 per cent., and in 14 of these there has been a change of teacher.

General tone. The general tone and moral influence of a school, though more important, is more difficult to bring to an exact test. It is the more difficult, because inspections are now so much occupied with ascertaining definite results, the children's intercourse with the inspector is so much more constrained, that he has but little opportunity for testing the moral condition of the school. As far as I can judge, I think the drill and order are generally improved on each visit, the mechanical arrangements more perfect, the children more eager to pass. I am told also, that in some cases the parents have come to take a lively interest in the success of their children. To my eye, however, there is a serious drawback to all that is pleasing in this picture. "To pass, or not to "pass?" is emphatically the question, not only with parents

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* Gillingham, Murston, Herne, Staple, Bishopsbourne, Lamorbey, Aylesford, infants.

† West Farleigh, Mereworth, Oxenhoth, Cudham, Rochester St. Peter's (2nd infants), Woolwich Western District, Plumstead Slade.

‡ I reckon as "stationary" all whose advance or decline is less than 5 per cent.

or children, but too often with teachers and even managers. This seems to me, though very far from universally, to be increasingly true. Of course it has its effect upon the children, and, just so far as it produces its full effect, by so much is the moral influence marred. Among the grounds for alarm in the present aspects of education, I can put aside very lightly most of those which to many seem the gravest. My dread is, lest we slide into a hard, driving, mechanical system, which may achieve tangible results, while missing the less palpable but more lasting fruits of genuine education.

Intelligence.

I have a similar impression, not quite so strong, with regard to the decline of general intelligence. I trace this, not solely to the narrower range of subjects, to which most teachers have been confining themselves. I believe that, even within these limits, it is possible to cultivate the thinking powers of children. The mischief is, that most of the teaching is carried on under high-pressure, leaving but little leisure to do the work as well as possible—the object is attained if it be done *well enough to pass.** And a "pass" standard must of necessity be framed for mediocrity, not for excellence. This also seems to me to be an increasing evil, increasing in proportion to the increase of skill in manipulating the requirements of the Code.†

"Standards."

1. Limits of each standard.

I. The Standards themselves, as standards, do not need much re-adjustment. The most difficult steps are practically found to be those from II. to III. from III. to IV., and (for girls) in arithmetic only, from IV. to V.

In Standard II., I should be glad to see dictation of easy *words* (not sentences) substituted for copying from print. For children in Standard III. and IV., on the other hand, I should like to choose passages for dictation from easier books than those which they are reading. I see strong objections to giving out any sentence containing words which are not to count towards a pass. Yet I often feel that a passage, which is a perfectly fair test of reading, may be far too hard a test of spelling. Nothing or very little seems to me to be gained by the restriction of dictation exercises to particular passages or books: it tells very little in favour of the children,

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* I have been very much struck with the inability of boys in the upper standards to think out a simple practical question in the rules of arithmetic belonging to their year. Such an example as the following is found a hopeless puzzle to 9 out of 10 first-class boys :—"*A tradesman, in making out a "bill, copied* 6*s.* 3*d. for* 6*l.* 3*s.; and* 10*l.* 6*s. for* 10*s.* 6*d.: by how much was the "bill wrong?*"

† I should have said more on this point had I not seen most of my thoughts upon it fully expressed by my colleague Dr. Morell (Report for 1866, pp. 260, 261).

while it prevents the inspector from selecting his passages at leisure, so as to keep an even and moderate standard of difficulty.

Arithmetic. I am not prepared to recommend any change in the arithmetic, either of Standard II. or Standard III. The latter is decidedly improving, especially notation. For Standard IV., the limit might with advantage be fixed at compound *short* division, leaving long division (*simple and compound*) for the following year. Standard V. might be confined to a few of the easier tables of weights and measures, reserving the others for Standard VI. The step to this highest standard is really too short, but I should not like to increase its length, unless my subsequent suggestion were adopted, as to the treatment of children who have failed. As long as it is absolutely necessary to carry every child from grade to grade in consecutive years, it is well to leave the last year's task so easy, as to give time for careful revision of the work of previous standards.

2. Details. II. Taking the Standards as they are, I throw together a few remarks on matters of detail.

Reading books. 1. The reading books of Standard I. are often too short, sometimes too easy. I should like to see a *minimum* number of pages laid down, not less, at the very lowest, than 30. Meanwhile, managers would be consulting the interest of their schools in the long run, if they were themselves to insist on a fair amount of matter being prepared. It is also well to have more than one book in hand. Actual learning by heart is not the danger I apprehend: infants are often really able to read their own book, while from the smallness of its vocabulary, they are badly prepared to take the step to a higher one. Some of the new books are also objectionable, as containing words of more than one syllable, which do not belong to the standard.

2. Reading books for Standard II. are hardly ever satisfactory. Some are too easy, some too difficult.

3. I have continually to protest against such books as the Irish 4th (containing very little poetry, and most of it inferior in quality) when offered to me for 5th Standard reading. Every 5th Standard should have either a separate selection of poetry, or a reading book containing a considerable number of well-chosen poetical extracts.

3. Character of work. III. The actual results are, for the most part, good in Standards I. and II. (with a single exception to be mentioned presently), fair in Standard III., very unequal in Standard IV., moderate in Standard V., very fair in Standard VI. I shall touch on three points only.

1. The exception alluded to is the multiplication table in Standard II. In my first years in the district I did not always examine upon it; last year I did so in every case, having

come to think it important to narrow the interval between this and the succeeding Standard. This took many schools by surprise, and is a good illustration of the (very natural, perhaps, but very undesirable) tendency to prepare for what are supposed to be the habits or crotchets of the inspector, rather than for the full requirements of the Code. I take the opportunity of saying that the Code itself is the only rule I acknowledge: what I did or left undone one year is no precedent for the next; I shall never go beyond the Code, but within its limits I shall often intentionally vary the form of examination, for the express purpose of avoiding a stereotyped form of preparation.

2. The reading of Standards IV. and V. is seldom satisfactory. Most of it passes; little of it approaches to being good. Prose is occasionally read with something like expression: poetry, with rare exceptions (though every year increasing in number) is tame and monotonous. I wish we were empowered to examine each of the upper classes on the contents of the passage read; but, looking to the general state of school finances, I feel that any change should take the form of conditional increase of grants, not of new deductions.

3. It will be seen that I put the results of Standard VI. much higher than those of the Standards below it. This may seem to need explanation. The truth is, Standard VI. is mostly exceptional; it is composed of the flower of the school, not so much the cleverest, as the steadiest in attendance, often of a slightly higher social grade, or the children of parents of a higher moral tone; their number is small, but it is no slight satisfaction to see in their attainments the evidence of what our teachers can do, in the rare cases in which they have fair play.

4. On the other hand I must add the reflection that it is to Standard IV. and V. that we must look to see the actual results of our efforts. With these the school-time of a large majority ceases: not 1 in 20 reaches Standard VI.* I do not think we need to look further, to prove the necessity for legislative interference. Leaving out of view all calculations as to the proportion of the uneducated, *these* are our *educated* children. The teaching is mostly sound, vigorous, and skilful. The result is, as a whole, fair writing, pretty fair spelling, tolerably correct but not intelligent reading, inaccurate arithmetic. The teachers, as a body, are not in fault, where does the fault lie?

* I do not observe any indication of an increase in the number or proportion of these more advanced scholars. So far as I can judge, all is being done that is in the power of "cramming" to do, towards bringing older children up to the level of the higher standards; no pressure which we can apply will force them up faster or in greater numbers.

Suggestions. Before answering this question let me advert to one or two points, in which our system seems susceptible of improvement.

First, let me ask, is it really necessary to retain in its full stringency the proviso that no child shall ever be presented twice in the same Standard? The *principle* is, I presume, that the step from Standard to Standard being estimated to be a fair year's work, no grant is due unless that year's work has been done. But does that principle apply, when the child has totally failed? He is then confessedly *below* the Standard in which he has been presented, and a sound year's work must still leave him below the next. No good teacher would naturally begin to prepare him for higher work, till he had mastered the lower. Do we not at present offer something like a temptation to what is confessedly unsound? Would it not be better, for example, if it can be done, to let every such child leave school well taught up to Standard IV., rather than be pushed up to Standard V., failing more or less at every step, and knowing nothing well at last?

Exceptions to Art. 46. I suggested, two years ago, a method of providing for such cases. I now venture to propose a simpler though perhaps a bolder one. I would draw no line, but allow managers at their own discretion to present any child they pleased a second time in the same Standard, *such child to earn one half of the ordinary grant.* The check would be quite sufficient to prevent abuse of the permission, and there would be no necessity for reference to the records of previous years. No doubt it might be used now and then, on behalf of children who *had* passed, but had lost ground from sickness or absence. Would not this (if a loss) be far more than counterbalanced by the gain in other cases? Certainly, a much closer approximation would be made to the true theory of the matter, that every child should *pass* once (and once only) in every grade of each subject. It would be easy to arrange the mechanical details.*

Premium for good work. *Next*, let me take up the suggestion of more than one of my colleagues in last year's volume, as to offering some premium for *good* work, as distinguished from "passable." I hardly think it should depend on special recommendation of the inspector. A plan like this, might, I think, work smoothly and with good results. Have a mark E to be used on the Schedule,

* If the examination columns in the Schedule were printed on the 2nd and 3rd pages only, the entries for each name being continued across the whole sheet, there would be ample room for the most convenient arrangement; viz., separate columns for the pass-marks for these exceptional scholars. Their *names* could also be written in red ink, or otherwise distinguished. More Schedules would of course be used; but this would be no very weighty objection.

instead of the ordinary cross, for every unit of really *good* work; when these reach a certain amount (say, 40 per cent. on the average attendance, the total number of passes at the same time reaching 200 per cent.) give *another* extra grant of 1*s.* 4*d.* on each of the first 120 passes. The two extra grants to be earned either separately or together.* Good work would mean in Standards I. and II. perfect freedom from faults; in the upper Standards intelligent reading, good writing, faultless or nearly faultless spelling and arithmetic. There might be added with advantage an oral examination of the three upper Standards on the contents of the passages read. To this offer it would be well to append no further conditions. Enough, perhaps, has now been done in the way of stimulating the supply of pupil-teachers. In adjudging this reward to excellence, it will be better to apply fearlessly the principle of payment for results.†

Minute of Feb. 20th.

I have here assumed the figures of the Minute of February 20th as the basis of calculation. That Minute has been so short a time in operation, and its provisions are even now so imperfectly known, that it would be premature to express an opinion of its working. I believe it will apply a very wholesome stimulus to the revival of higher subjects. My only fear is, that the conditions will prove too stringent for the very schools it was primarily intended to aid. This, however, will be better known in a year or two. I offer two remarks only,—

VIIth Standard.

1. The first is upon the *quasi*-seventh Standard, created by the Minute. I am rejoiced to have, in any form, a recognition of these upper scholars. But I think a complete 7th Standard would be better still. A single higher subject is

* Some might think it fairer—as it would certainly be simpler—to pay the extra grant for each "E," irrespectively of their number. But I doubt whether a school should be paid for a few successes, without reference to the general character of the work.

† The results of this proposal may be thus shown:—Take four schools of 75 each in average attendance.

——	Total Passes.	Passes marked E.	Passed in Higher Subjects.	Pupil-teachers.	Ordinary Grant.	Grant under Feb. 20.	Proposed Grant.	Total.
					£	£	£	£
School A.	150	20	20	0	20	0	0	20
„ B.	150	25	30	1	20	8	0	28
„ C.	150	30	30	0	20	0	8	28
„ D.	150	30	30	1	20	8	8	36

A. falls below the requirements of both extra grants.

B. obtains that of February 20th, but is 5 "Es" short for the proposed new one.

C. has no pupil-teacher.

D. satisfies both conditions.

hardly a sufficient proof of a good year's work, especially in their most important year. It might be sufficient if they were examined over again in the subjects of the previous year, with a higher standard of passing. But I should prefer a separate programme for them, such as this:—

To repeat with fair expression 10 lines of poetry or prose. Reproduce the substance of a passage read to them. For a third subject, to have the same range of choice as now.

Unequal pressure of conditions.

2. The conditions in § I. (*b.*) fall very unequally on different schools. The proportion of passes to the average attendance depends (1) on the number presentable, *i.e.* on the steadiness of attendance of the same children throughout the year. (2.) On the number actually presented;—varying with the weather, state of employment, and accidental circumstances. (3.) On the strength of staff. (4.) On the skill and energy of the teachers. I admit, or at least do not dispute, that for the second and third of these influences, schools must take their chance. But the first deserves special attention. The schools which show a low proportion of *presentable* children are those in the middle of fluctuating populations, and generally with few influential supporters. They are, therefore, schools in which good results, if attained, are attained with great difficulty. Now, as I understand the Minute, it is intended to serve not only as a means of financial help, but specially as a stimulus to exertion. But to try such schools as these by the ratio of their passes to their average attendance is virtually to make them suffer twice over for their difficulties, and almost to make it impossible for them to obtain the reward. Let me again observe I am not speaking simply of *irregular* attendance; to this it might be answered (though the answer would be only partially true) that some [redacted] to remedy the evil might be done by strict rules wi[redacted]ool and exertion out of school. I am speaking [redacted]half of *fluctuating populations*, where the [redacted] school, because the occupants of the [redacted] *es have changed.* When this goes on [redacted] *ge scale, it is plain that* neither master nor [redacted] *nt broken attendance. The result is that thoroughly* [redacted] *in such a school (I speak from actual* cases), *i.e.* p[redacted]ceeding 80 per cent. on those presented, may fall short [redacted] the minimum of the Minute; while very inferior work in a school differently circumstanced may easily reach it. The remedy seems to me simple. Take for basis the number presentable, *i.e.* those who have attended 200 times. Require of course a higher per-centage of passes (say 225 per cent.); the standard will then, on the whole, be about the same as now, while the pressure will fall far more equally. The result will far more closely represent the real merit of the work.

Religious Instruction.

Difficulty of forming opinion.

On this subject I feel more and more how difficult it is for an inspector to be quite sure of his own judgments. He can ascertain the amount of knowledge, he can tell whether it is full, accurate, intelligent; but how far the tone of the teaching has been thoughtful and practical, he can but imperfectly gather from indirect signs and indications. It is therefore with some diffidence as well as with sincere regret that I express the opinions which follow. I have tried to be absolutely *fair* in my own mind towards every teacher. I do not think it fair to pass judgment on a class or its teacher because they cannot readily follow a stranger's line of thought, even assuming him to be a practised and not unskilful examiner. But in truth I never, if I can help it, trust wholly to my own examination. I invariably require the master or mistress, and the senior pupil-teachers (if there are any) to examine on scripture or catechism. It is a pleasure to me, only too rare, when the clergyman will himself examine; in every case I take them on their own ground, choosing some portion of what they have actually been taught during the year. My results are these:—I find their knowledge almost always covering sufficient ground, generally accurate, sometimes minute, frequently intelligent; but in the majority of cases I look in vain for any indication that the teaching has aimed at bringing the religious lessons into contact with the children's actual life. If any attempt is made to introduce a practical application, it too often takes the shape of some commonplace or truism, quite ineffective and often misplaced.* I do not wish to be hypercritical. When I do hear a good religious examination, or elicit in my own the marks of good religious teaching, I am far too thankful to be very quick to notice minor defects. All I want is to see that scriptural knowledge is not "got up" for the examination, but imparted earnestly and steadily, with thoughtful considerations of the lessons really lying in the text, and a regard to the freshness and variety of the teaching of scripture itself. Let me give one illustration. It is surely not unreasonable to expect from an upper class which has been taught St. Matthew's Gospel, that they should have a tolerably full and intelligent acquaintance with the Sermon

* I cannot forbear from introducing an illustration from another branch of the subject. I revised, this Christmas, the papers on school management set to the female candidates for admission. One question was to give notes of a lesson on "The Camel." This was answered, well or ill, by a large proportion of the candidates. Nearly every one thought it necessary to finish by a "moral lesson," calling on the children to admire the goodness and wisdom of God, &c. It is plain that, if every lesson on natural history is to have this ending, substantially the same in every case, it must soon fall flat on children's ears, and become a mere "vain repetition."

on the Mount. I have tried this repeatedly, but not more than once or twice have I been able to get much beyond the beatitudes.

Younger classes.

I have left for a separate paragraph what is usually the very weakest point, the younger classes. Where there are pupil-teachers they are often very much left to them; where there are none, they have "occasional" lessons from the master or mistress, and at other times are perhaps left to learn the catechism by rote from the dictation of a monitor.* To this there are many honourable exceptions, quite numerous enough to prove that, though sometimes difficult, it is never impossible for the hardest worked teacher to do justice to this important point. If the teaching be good and earnest, it does not necessarily require a great expenditure of time; but the responsibility must always rest on the head teacher.

Infant schools.

Infant schools have improved. There is still occasionally some little difficulty in keeping them to their proper work. But nearly all the teachers have now been brought to see that the Revised Code left untouched their principal duty, the instruction of infants by gallery and other oral lessons, in the elements of such subjects as they are able to understand, together with their general training in obedience, order, and observation. I wish there were an absolute rule that no children in infant schools (except monitors) should be presented above the 1st Standard. Everything above this hinders the other work. Of Standard I. I am bound to say (contrary to my original impression) that the schools which show the best gallery teaching are also those where the work of this Standard is most perfect. The passes ought to be, and often are, cent. per cent.

pupil teachers.

Of the supply of pupil-teachers I have nothing favourable to report. It is extremely difficult to find male candidates; and when found they are too often (both male and female) of inferior quality. In the two years, I remember but one candidate of striking promise as a teacher, and she failed in examination!

The existing pupil-teachers improve in their own examinations. As teachers very few of them satisfy me. I fear the art of teaching, as an effort of skill, is going into abeyance; plodding industry may take its place;—no very bad substitute, perhaps, yet I regret the approaching loss of the higher gift. It is, however, with pleasure that I say that the pupil-teachers of the district have done much better in the recent admission examination than in former years. Of the male candidates six are in the 1st class, three in the 3rd. I am not aware of any failures. There is nothing very brilliant, but a good and

* I leave out of view the third and most favourable case, where there is an assistant master or mistress, nor do I make any reference here to infant schools.

satisfactory result on the whole. The highest is James Jennings, of St. John's, Deptford, who is bracketed 23rd on the list. On the female side we have done, in one respect, better; having secured the first place, in the person of Rosa Hadlow, of Faversham district school. The general result is not quite so good, being three 1st class and six 2nd.

Since I came into this district I have had no regular scheme of subjects for pupil-teacher examination. Having been asked by several teachers to adopt one, and having found the want of it in some respects inconvenient, I now comply with their wish, so far as regards Scripture, Catechism, and Prayer Book. The other subjects may fairly be left to the general directions of the broad sheet. The division of the work is copied, with very slight changes, from Mr. Parez's last report (Report for 1867, p. 157), which is based on that which was in use when I was in charge of the northern district.

Legislation.

Compulsory education.

I have reserved for the close the expression of my earnest hope that the time is at hand when something effectual will be done to secure a fair chance for our schools and brighter prospects for our poorer children. Confining myself strictly to what is within my official knowledge, the state of those children who do, more or less, attend inspected schools, I have for years held the same language, that all our teaching was powerless for effective good so long as nothing was done to compel the attendance of children up to a reasonable age. It is with no small pleasure that I have seen that this ugly word "compulsion" has lost some of its terrors for the public mind. I do not indeed see my way quite clear to the advocacy of compulsion in its full and proper sense—the direct forcing of the parent to do his duty to the child. Nevertheless, if the choice were to be made between compulsion in its broadest form and the indefinite postponement of the attempt to secure the real education of the people, I cannot see how any educationist could hesitate between the two.

Juvenile labour.

For our national school children it is a narrower question. Our main hindrance here is not absolute neglect but the encroachments of juvenile employment. For the greater part* of my own district the most interesting question is the extension of the *principle* (not the details) of the Factory Acts to agricultural labour. I trust it may not be long before a measure is passed to regulate such work as brick-making, and to place some restriction on the less tangible occupations of fruit-picking, hop-picking, and other miscella-

* Excepting the Metropolitan portion of it, including Greenwich, Woolwich, Deptford, &c.

neous harvests, as well as the desultory employments of watering-places. To most of these I fear the half-day principle would prove inapplicable, on the ground that every child capable of the work is wanted at the same time. Yet I should be glad to see the question fully considered, having from my old Yorkshire experience more faith in half-time than in any other expedient. If this may not be, it would not be difficult to devise a scheme for rendering steady attendance at school during the winter the condition of employment in summer. The very abundance of work in summer might thus be made to help to secure a minimum of regular schooling. The minimum should be set high, not less than 200 half-days in the year, so as to restrict the time of work to the months when it is really necessary. There should also be a minimum age, below which a child should not be employed at all. One at least of the above-named modes of employment —brick-making—would require separate consideration and possibly stronger restrictions.*

"Wanted at home" is the most puzzling of excuses. I should be content to leave it, in the meantime, to the indirect effect of such enactments as I have been considering.

For such a district as mine I do not think it would be necessary to take seriously into account the possible case of there being no school within reach. If the penalty for infringing the law is laid on the employer, the employers of labour in a parish will find means to maintain a school. A school to satisfy the Act should be under inspection and fairly well reported of.

Conscience clause.

The vexed question of "conscience clause" has an obvious connexion with this subject, for it is plainly impossible to enforce attendance at school without securing the rights of the parent in the matter of religious teaching. All I have to say on this point will be said in very few words. I understand it to be conceded by many of the most thoughtful of the opponents of the conscience clause, that they may yield (without any sacrifice of principle) the attendance on Sunday, and even the attendance at the formal religious lesson, if only it were allowed to introduce religious principles in any secular lesson in which they are naturally suggested. I do not think the practical value of this incidental teaching is so great as is supposed. It would be easy to reserve it for the next religious lesson. On the other hand I think it ought to be conceded that a true conscience clause should in some way be guarded, so as to protect a denominational school from the danger of mere caprice, or spite, or indifference to religion assuming the garb of conscience; there ought to be some

* I understand that brick-making comes under the provisions of the recent "Workshops" Act, but I fear it will have but little effect without a provision for systematic inspection.

voucher for the genuineness of the plea. But even without this, in the view of the vastness of the interests at stake, the importance of maintaining denominational teaching, and the absolute necessity for immediate action, I cannot think that the inconveniences arising out of it are a sufficient answer to the urgent reasons for its adoption; but, while sympathising fully with the natural reluctance of earnest men to surrender the liberty of dealing as occasion may serve, and when it serves, with the consciences of their little ones, I yet feel constrained—as a slow and unwilling convert—to express my hope that a well considered clause may be framed for general adoption, securing the genuine rights of conscience with the least possible disturbance of the existing relations between the Christian pastor and teacher, and the little ones under his charge.*

I have the honour to be, &c.,
G. R. MONCREIFF.

P.S.—I have now for the third time to discharge the unwelcome duty of taking leave of a portion of my district. Your Lordships having been pleased to separate the eastern portion of Kent from the western, my connexion with the former will have nearly ceased before this report appears. I take leave of it with regret; it includes many of the best schools and most valuable teachers, and many managers whom I shall be sorry to miss in my annual round of visits. Yet I am glad that the change is made at once, before the work became too heavy to be properly performed. And I doubt not that the more distant parts of the county will feel the benefit of having an inspector resident among them.

To the Right Honourable
The Lords of the Committee of Council on Education.

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* Since writing the above, I have seen a suggestion made by Archdeacon Grant of Rochester and St. Alban's, which seems to me worthy of consideration. Dealing with the question as it affects annual grants only, he appeals to the practice of the Court of Chancery; which "has provided schemes for the "appropriation of large sums bequeathed for the purposes of education . . . "and secures their availability for all the population . . . . . simply by "requiring annually a certificate that, *as a fact*, no child has been excluded, "during the previous year, on account of its religion, or instructed in a "manner at variance with the expressed wish of the parent. This," he remarks, "seems to me really to meet the difficulty."—(Letter to the Bishop of Rochester, pp. 8, 9.)

APPENDIX.

SCHEME for EXAMINATION of PUPIL-TEACHERS in RELIGIOUS KNOWLEDGE.

(Commencing September 1, 1868.)

OLD TESTAMENT.	NEW TESTAMENT.	PRAYER BOOKS.
1868-69.	1868-69.	1868-69.
Joshua; Judges; Ruth; 1 Samuel; Prophecies and Types in the Pentateuch; commit to memory Psalms xxiii., xxiv., and li.	St. Luke; commit to memory Luke xii., 16-40; xxi.	Catechism; the *Sacraments*; Apostles' Creed; Nicene Creed.
1869-70.	1869-70.	1869-70.
2 Samuel; 1 Kings i. to x.; the Psalms "of David"; commit to memory Psalms xvi. and xxii.	St. John; commit to memory John xvii.	Morning and Evening Prayer; Litany; Communion Service.
1870-71.	1870-71.	1870-71.
1 Kings xi. to end; 2 Kings; 2 Chron. i. to ix.; Isaiah i. to xii.; xl. to end; commit to memory Isaiah v. 1-7, and xl.	Acts i. to xv. 35; commit to memory Acts vii.	Sunday Collects from Advent to Easter (including Christmas Day, Ash Wednesday, and Good Friday).
1871-72.	1871-72.	1871-72.
Ezra; Nehemiah; Esther; Jeremiah (historical parts); Daniel i. to vi.; Haggai; Malachi; commit to memory Psalms lxxx. and lxxxix.	Acts xv., 36 to end; commit to memory Acts xxvi.	Sunday Collects from Easter to 25th after Trinity (including Ascension Day).
1872-73.	1872-73.	1872-73.
Exodus; Numbers; Deuteronomy; commit to memory Psalms lxxviii. and cvi.	St. Matthew; commit to memory Matt. vi. 19 to vii. 29.	Catechism to the "Desire" (inclusive); Baptismal Service; Confirmation Service.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. C. J. ROBINSON, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BUCKINGHAM *and* HERTFORD.

MY LORDS, 1867.

THE following report embodies the results of my inspection and examination of Church of England elementary schools in the geographical counties of Buckingham and Hertford during the year ending 31st August last.

This district is situated, as far as concerns Buckinghamshire, in the diocese of Oxford, and as to Hertfordshire, in the diocese of Rochester.

Visits have been paid on account of annual grants to 150 places, in which 203 schools under separate teachers are established. Of these schools 40 are for boys alone, 34 for girls alone, 41 for infants, and 88 mixed, in which boys, girls, and infants are taught altogether. Inspections during year.

The first-named class of school has increased by two, the second remains at the same number, the third has been augmented by seven, and the last has received an addition of five.

The number of children on the books of these schools were returned at 16,788, with an average attendance of 11,853. Number on books.

The day scholars present at inspection amounted to 11,841, *i.e.*, 7,234 boys and 6,552 girls, of whom 2,755 were infants and received the grant without individual examination, and 6,617 being above six years of age were examined for the grant and earned 15,764 passes, viz., 5,819 in reading, 5,547 in writing, and 4,398 in arithmetic. Number examined. Passes.

The accommodation provided in the schoolrooms was enough for 21,940 scholars. School accomodation.

No more than one-eighth of the children on the books of these schools were over 11 years of age, while more than one-half of them had not exceeded their eighth year. Ages.

In eight only out of a total of 203 schools did the average attendance exceed 100, and the best attendance in any school was 112, whilst in 76 schools fewer scholars than 50 attended on the average, and the attendance in the smallest school was 16. More than half the inspected schools have an attendance of from 50 to 75 children. Average attendance.

The cost of education reckoned on the number of scholars and the amount granted to the schools under the regulations of the Code have both remained as nearly as possible the same as they were found to be two years ago, being in the one case at the rate of 1*l.* 12*s.* 8½*d.* per head, and in the other, a sum of 4,596*l.* 7*s.* 8*d.* Cost per head.

Unaided schools.

Of the unaided schools under inspection seven have been visited, in which nine uncertificated teachers were employed and 167 boys and 219 girls were present. In these cases the registers are so imperfectly kept that any other trustworthy returns are not available.

Certificated teachers, where employed.

The certificated teachers in this district are, and have been, distributed between the two counties of Buckinghamshire and Hertford in the following proportions:—

Year.	In Bucks, Population 157,949.		In Herts, Population 162,793.	
	Masters.	Mistresses.	Masters.	Mistresses.
1865 - -	31	42	37	81
1867 - -	32	53	31	77

The latter county has lost almost as much as the former has gained. The actual increase of the assisted schools during the past two years has proceeded at the rate of six schools in the year in a population of 320,742, divided amongst upwards of 370 parishes or ecclesiastical districts.

Buckinghamshire is yet in two-thirds of its parishes unsupplied with qualified teachers, and in more than half of Hertfordshire, now augmented by the schools which have recently fallen off from efficiency, only such education is afforded to the children of the poor as unskilled, and for the most part illiterate, teachers can give.

Character of district.

It will be remembered that this is altogether a district of agricultural parishes, with the usual number of small towns scattered over its surface, in which most of the labouring population are engaged in rural pursuits, and differ largely in their character and habits from those who live in the more populous centres of commercial, manufacturing, or mining industry.

Few children without any school.

Few cottages, even in the scattered hamlets and outlying "greens" and "ends," are now out of reach of a school of some kind, ranging upwards from the nursery, where half a dozen babies are taken care of whilst their mothers are at work, through the cottage schools, which attempt nothing besides a little reading under the greatest difficulties, up to those which have a building assigned for the purpose, and are carried on by crippled labourers, by smock-frocked rustics just saved from the workhouse, by waifs of misfortune from other walks of life, by superannuated ladies' maids, by old women who can neither hear, nor see, nor write, nor spell, nor cast up simple figures, by slatternly mothers oppressed

by poverty and the care of many sons and daughters; persons worthy in many respects, but unfit to occupy the posts they are presumed to fill, and strange to say on schools such as these benevolence is found to lavish inordinately what it too often denies them in moderation when properly constituted and well conducted.

General state of education.

There is a numerical increase of qualified teachers employed in the district, but not any improvement in the attendance of the scholars, and the work carried on by the schools tried by the same standard which has guided my observation of schools during the past ten years has not shown any recovery from the declension which followed the introduction of the present system of examination and mode of administering the grant.

The small addition to the number of schools in receipt of aid from the Parliamentary fund indicates no more than the spread of the system over a slightly extended area and within reach of a somewhat larger number of the inhabitants. I conclude from the facts of the past year that the state of elementary education in the two counties remains without noticeable alteration since I reported to your Lordships two years ago. I had at that time to point out in various particulars the deterioration which had taken place in most of the schools under inspection. The permanent quality and value of the education given had appreciably fallen, and further experience has not modified in any sensible degree the conclusions at which I then arrived, although in the separate details of school management varied conditions are year by year observed.

But I am no less satisfied that there exists amongst the teachers themselves, as a body, a deep anxiety to bring forward their scholars in every branch of their education, that a true devotion to their work animates them, and that the integrity of their lives and the consistent industry they exhibit in their calling deserve as high commendation as the present recompense of their labour, apart from pecuniary considerations, is incommensurate and sparingly accorded. If there be any failures, either in moral rectitude or in the direct duties of their profession, they are so few and exceptional as to be marked with the greater reprehension.

The fully trained masters and mistresses (who are necessarily certificated) still contrast most unmistakeably with the untrained teachers who are set over the unaided schools, and the line of separation widens as more of the latter, and those the best of their class, qualify for service in the schools receiving annual aid.

Trained teachers.

Considering the weakness of the instrumentality no less than the overpowering importance of the work committed to the teachers whom the Church employs to instil into the minds of the most unlearned of her members, together with

secular knowledge, the elements of morality and religion, it is now more than ever apparent that for this office a thorough and efficient training of young men and women, which at its close places them after examination on the roll of qualified educators, is the only *primâ facie* guarantee on which reliance can be placed for a fair show of good result. If the State or the Church dispense with such a preparation for the teachers they employ, they must expect the education of the poor to be but a shadow of the substance. In this matter it cannot be said correctly that an accustomed eye can on a day of inspection discern in a teacher the exact point in the line of ignorance and unskilfulness which is to equal the absence of a certificate. Many a school may now contrive effectually to make a brilliant show on the day of inspection, and in an examination by standards to exhibit for a few hours triumphs of cramming, and to throw a veil over frightful scars, which a closer acquaintance with the moral and intellectual picture of the school would disclose.

Obstacles to progress.

Now the causes of any falling off in the efficiency of the schools may be either external, viz., those which neither the managers nor the teachers can control, or they may be internal, that is to say, to be found in the management and method of conducting school. Of those obstacles which are outside the school many remain which the school authorities can neither successfully meet nor displace, such as are the desultory attendance of the scholars, the early labour which takes them away at a tender age, the remoteness of their homes, coupled with the constantly recurring illnesses of childhood, the inclemency of the seasons, and the impassable state of the roads. But these impediments call for no special remark at this time, inasmuch as they have existed for years past in an equal degree in all neighbourhoods of a rural character. It must not, however, be inferred that because less mention is now made of them they do not continue to stand most mischievously in the way of educational efforts.

External.

Early labour.

The claims of labour only require particular notice, for in that ever-growing stream an increasing number of children of both sexes are swept away at an increasingly early time of life. The school registers show that year by year the age of the elder children becomes lower, and their attendance is broken by more constant interruptions. It is common to find boys taken away from school as soon as eight years, and finally withdrawn before 11 years of age, to work in the fields and farms. In parishes where straw-plaiting is the common occupation girls are removed from the infant school as soon as they can hold the straws, and are sent to a plaiting school for a year or two, or are kept at home to learn the plait, and afterwards return for a short time to school before finally leaving at 11 or 12 years old.

It is usual for a few in the towns to remain at school a little longer, but on the average the school life of a labouring child ends at that early date. Wage winning, therefore, is the increasing obstacle outside the school to the progress within; not, I believe, where thrift is practised, to supply the necessaries of life, but to make up for the waste of mismanagement, and to procure meat or drink or dress beyond their actual needs.

It is labour that during a child's school life interferes with regular attendance, and goes far to neutralize the benefit of attendance at all by making it desultory as well as infrequent. "Here one day and gone the next two days, how can we "teach them anything?" say the teachers; "as fast as we "pour in at school it leaks away out of school." This is too true to be gainsaid; and, except in the case of the few—the highly conscientious or the more skilled class of labourers, where ignorance would be material loss to their children—the demands of labour are inexorable, and the stay at school is prematurely cut off.

Kinds of juvenile labour.

The various forms of labour which attract the children may be summed up thus: The most common is agriculture, commencing with bird scaring, twitch picking, stone gathering, &c. The most common for girls, extending over almost two-thirds of the district, is straw plaiting in its various branches; and there are besides paper mills, silk mills, horse-hair factories, chair making, lace making, and other occupations. But nothing is so fatal to the school attendance of boys as employment in connexion with the cultivation of the land, except it be, where it prevails amongst both sexes, the plaiting of straw, which, it is alleged, must be learned at a very early age.

Now these great impediments to the success of existing schools are not being overcome, but, on the contrary, are being gradually intensified. They are beyond the reach of schools; they grow up independently, and make no account of education. The children are first of all bread winners in their parents' eyes. And no less are these outside obstacles untouched by the system according to which the schools are carried on and aided, and from which they are visibly subtracting the value; and, not least of all, they are creating discouragement amongst those who give time, efforts, and means to the support of schools for their poorer neighbours.

In a word, irregular attendance and early withdrawal of the children is the greatest external difficulty with which the schools have to contend, and they both gather strength as years pass on.

Extension of Factories Act.

As far as I can ascertain neither lace making nor straw plaiting are touched by the recent legislation (30 & 31 Vict., Workshops Act, 1867) for the regulation of small trades; and

yet they are productive of as real and widespread mischief as the occupations which have been equally the subject of investigation by the Royal Commission of Inquiry into the Employment of Women and Children (*vide* Second Report, sect. 306).

Internal obstacles.

On the other hand, *inside* the schools the proximate causes of decline appear to be the employment of less efficient masters and mistresses at lower salaries; the want of sufficient teaching power, or the deterioration of the agency employed to assist the principal teachers; the concentration of the teacher's attention upon the three secular subjects of instruction as defined by the standards, arising from the prominence given to the examination in these branches; a prevailing tendency towards a mechanical and transitory acquirement of knowledge by the children; the exclusion of higher subjects of instruction; and the displacement of discipline from its proper rank of first consideration.

Teachers salaries.

The question of teachers' salaries was the first to be taken in hand by the managers of schools as soon as it became clear what amount of grant under the Revised Code was likely to be available. It was found impossible, in most cases, to supply the usual deficiency from local sources, which were already sufficiently taxed; neither could the expenditure be curtailed in other particulars, which had been previously contracted to the barest requirements, or, if capable of reduction, would have presented only an infinitesimal saving. The readiest, and indeed the only, alternative was to reduce the payment of masters and mistresses and their assistants; but lowered salary could not fail to bring about the removal of most teachers who had been paid at a higher rate, and the engagement of others who would be willing to accept a smaller sum; and, as in other matters, only inferior skill and power can be obtained at a smaller cost. In a small minority of schools, indeed, more happily circumstanced than the rest, where expenditure is not spared so long as efficiency is maintained, a high quality of school work continues to exist. The employment of masters and mistresses of superior power and the use of a staff of assistants, now become rare, and a steady pursuit of the acknowledged objects of education, combine to secure the best possible results, but at the same time entail a larger outlay.

Cheaper teachers employed.

In the whole body of teachers who hold the certificate of merit of course many differences of personal aptitude and professional capacity are to be found; and to a lower rank of teachers many of the schools are now entrusted. The more skilful and more experienced find a fuller exercise of their powers, as well as better remuneration, in larger schools or more wealthy parishes.

Some disadvantage arises to both counties of this district in their nearness to London, inasmuch as there is a continual drain from amongst the most successful teachers of these rural schools to the better paid, and in many respects more inviting, situations in the metropolis and its suburb; whilst reversely, they suffer from the acquisition of the least promising teachers, who from one cause or other cannot find employment or have ceased to be employed in the metropolitan districts. Nearness to London.

This change in the character of the body of teachers under my inspection is the head and front of the deterioration which has overtaken so many schools, according to the old saying, that "what the master is, the school is." It is certain that the receipts of every school from the Government grant (except in the case of large and well conducted boys' schools in towns where attendance is more regular) has materially fallen off, and there is no tendency in the past year to revive.

The mode of fixing the master's salary now frequently adopted, and in many respects objectionable, appears likely to multiply the changes which militate against the success of schools. The managers arrange to pay a small fixed salary, and to hand over to the master the proceeds of the grant; now this is an uncertain amount, not to be reckoned by the number of heads, but by the previous condition of the school and by the likelihood of attendance at the examination. It is not altogether in the power of the master to secure a good attendance during the year, because his school may have been discredited, and may be hindered by causes which he is unable by himself to remedy, neither is it always within the power of the managers to ensure the children's presence on a given day, not even by promises of a coming treat, nor by tea and cake provided on the spot, nor by entreaties addressed to the parents, nor by rules prohibitory of absence in connexion with clubs or charities, nor by sending round vans or omnibuses in the case of bad weather to collect the absentees. And as the loss on every absentee on the examination day is a probable 8*s.* out of the pocket of the master, each name struck off the list is a sore discouragement, which he does not fail to feel keenly, both on account of the labour of teaching thrown away as far as that day's result would show, and because it is so much bread from the mouths of his family. Or again, it may occur that a new master agrees to receive the grant as part of his salary in a school which has lately been disorganized and inefficiently taught. He finds the children already examined in standards beyond their attainment, and he has to face the alternative of losing the grant on most of them for at least one year by withdrawing them from examination, or of spreading his loss —incurred by another, but suffered by himself over a Payment master by the grant.

number of years by presenting them all, unprepared as they are, for the chance of earning something trifling in this as well as in future years. No conscientious teacher would, of course, think of adopting the latter course, but the loss and discouragement would in the former case be immediate, and would probably lead him to throw up his situation.

Ex-pupil-teachers.

Only six assistants, otherwise called ex-pupil-teachers, find employment in this district, owing, doubtless, to the lower numbers attending school as compared with more populous neighbourhoods; but they appear to be, as a class, very migratory in their habits, and not in great favour with the managers.

Pupil-teachers.

A decrease of 28 has taken place in the number of pupil-teachers employed in the district compared with the return at the last biennial period; though the boys have increased by two, the girls have diminished by 30.

There were actually apprenticed—

——	Males.	Females.
In 1863 - - -	46	110
In 1865 - - -	11	77
In 1867 - - -	13	47

A large number of those who are presented as candidates, and pass for the office, are never actually apprenticed. The greatest difficulty is encountered in obtaining suitable male candidates to fill the office, and some schools are unwillingly obliged to do without them, because of the general reluctance to follow the calling.

At the same time lower rather than higher stipends are more generally offered, which in the present increase of prices and rise of wages parents are unwilling to accept. Fairly educated lads can readily find situations which bring quicker returns in ready money and future profit, though with less of social advancement.

Girls become candidates for apprenticeship more freely than boys, and continue to the end of their course more readily, but they are not always to be had where they are wanted.

The completion of their service by the last of the female apprentices engaged under the terms of the Old Code has mainly contributed to cause the large decrease which appears in the present return. The want of fit candidates prevents the engagement of pupil-teachers in a few schools, but the want of means to pay them sufficiently is the bar to their employment in many more; while there is not altogether

absent an unwillingness on the part of managers to incur the responsibilities which they consider created by the act of apprenticing a boy or girl to themselves rather than to the master or mistress. The old ties which used to subsist between the teacher and his apprentices produced many good effects now no longer seen, and the present undefined relation of the one to the other is not without its fruit, slackening for both the sense of their mutual duties.

The examination of apprentices is not so satisfactory as formerly, and that result is brought about not more by the inferiority of the candidates than by the shorter time devoted to the pupil-teachers' lessons, and the fewer pains, it is to be feared, bestowed upon them in many instances.

Pupil-teachers' instruction.

There is seldom any distinct agreement made between managers and teachers in regard to giving the pupil-teachers the proper lessons, so that when the instruction is required it frequently assumes the aspect of an afterthought, and is not unnaturally regarded as a burden.

It is much more successful when a particular and express undertaking (which should be in writing) is given for payment to the master in return for specific hours of instruction for the apprentices of his school.

Paid monitors.

But however open to improvement may be the condition of the junior teachers apprenticed in the schools, by them an agency is supplied for carrying on the teaching which offers advantages beyond all other means which exist, and the descent to the class of stipendiary monitors is both great and rapid.

It is only in few cases where they receive a remuneration equal to the wages of an apprentice that any approach is made to the standing and usefulness of the latter class.

The paid monitor labours under many drawbacks. He is usually ill paid, and sometimes serves for a ridiculously small sum. He is so young as to be junior to a good many of the class he is set to teach. He seldom receives lessons of any kind from the master. He is off to other employment before he becomes tolerably useful, or, which is perhaps more trying to the master, just after he begins to be helpful. He is often promoted and retained in his post out of pure charity to him rather than to the school.

Unpaid monitors

But the unpaid monitor borrowed for the day or the lesson from amongst the other scholars labours under all the same disadvantages, except the last, which in his case are much aggravated, because, as regards himself, he earns nothing as a teacher and loses nearly everything as a scholar, and as regards the school, it gives him next to nothing, and receives not more than an equivalent. From these two classes, the stipendiary monitors and the unpaid circulating monitors, are the schools now chiefly supplied with a teaching staff.

Further acquaintance with them has not shaken my opinion that, unless being of sufficient age and capacity, they are well paid, well taught, and engaged for a term, they do nearly as much harm as good. Handy boys and girls, of course, now and then spring up, who are in their measure useful for a kind of discipline, if not for teaching, but they are found only seldom, and such as they soon find employment for wages out of school, against which an unpaid office in school carries on a losing competition.

Only the weakly and unhandy come back to school unless there is a visible return for their labours. At any rate, it is largely owing to the employment of monitors, paid or unpaid, which is by general consent reckoned convenient and accessible rather than desirable, that the condition of the schools which use them has suffered both in point of discipline and instruction.

Attainments. The instruction has been carried on with much energy and perseverance, and the teachers have manfully contended with the many difficulties of their position. The general average of attainment marks clearly the amount of patient industry bestowed upon the scholars, and considering the means at command and the obstructions that thwart educational progress, the result in the children's knowledge is constantly

Higher classes. most remarkable. There is no failure of attention to all the classes, but, if anything, the higher classes receive less than their due, because, where the assistance is untrustworthy, the master's presence is required too frequently in the lowest classes if they are to be effectually instructed; hence in these rural parishes, where the children of the 4th, 5th, and 6th Standards, which usually constitute the first class, make the fewest attendances in the year, the master's personal teaching cannot be given to them as much as is required, and the more frequent failures in the highest standards may be attributed in a great degree to this cause. In this manner is chiefly felt the absence of competent pupil-teachers. The younger children now require much more of the master's teaching, but the time thus occupied is subtracted from the upper class, so that they are neither so forward nor so well prepared as when the master could rely upon his teaching staff. The substantial teaching of the lower classes is not, in my opinion, improved by this arrangement. They were, as a rule, sufficiently and as well taught before, and the higher classes suffered no loss. It is an evil if any part of the school is kept up to the mark only to the detriment of any other; but whereas the instruction used to be equally distributed through the classes, a weakness now displays itself amongst those children whose schooldays are already numbered, and who need the utmost that can be done for them to fix the too scanty modicum of attainment they have acquired. No

remedy for this defect appears available, except the improvement of the staff of helpers in the school.

The three elementary subjects.

In the common subjects of instruction, reading, writing, and arithmetic, manifold differences exist in the mode of imparting the knowledge, as well as in the results obtained.

Reading.

It cannot, for instance, be mistaken that in the reading of a class or standard it makes all the difference whether one small book has been read through and through for the whole year, or a variety of books, so as to accustom the children to the sight of many words and phrases. In the first case nearly all the lessons may be known by heart, and no testing of the power of *reading* can be had, while the child's acquaintance with his mother tongue has been restricted to very narrow limits indeed, and for the acquirement of the art of reading time has been thrown away; but if the range of experience has been widened it is found that no lower certainty of performance in the given standard is achieved, while comparatively a world of information and a vast fund of intelligence, as well as a better practice in pronunciation, expression, and readiness, is opened out to him. Yet both these extremes are to be found. The first, it is to be regretted, with the great majority is adopted as the safest course for the individual examination, and as least expensive in the outlay for books, and yet thereby much opportunity is lost to the children, for the reading lesson affords a ready hinge for collateral information and intellectual cultivation.

Lending library of school books.

Better than the purchase of reading books is the plan now adopted in some of the best schools of taking out on loan by subscription from a library, which has been established in London for this purpose alone, sets of suitable books, which are exchanged at the month's end, or at longer intervals. This ensures a constant succession of books, and more expensive works of a higher character are thereby put before the children. The success of this undertaking is showing itself in the reading of those schools which have availed themselves of it, and the cost of subscribing does not exceed the usual outlay for books.

Writing.

Again as regards the writing, under which is included besides the manual exercise itself, copying accurately from print, or writing from dictation with due attention to orthography, it is quite plain that when a class is for any or all of these purposes confined to the close limit of a single book, the experience is much shorter and less satisfactory than where the requisite exercises in transcribing or dictation are performed from a variety of books or a number of sources.

The object to be attained by the scholar, after the mechanical performance of a well-formed hand, is a knowledge of the words of his own language, so that he may recognize them at sight, and put them into correct shape from memory,

that is to say, good penmanship coupled with a right usage in diction and spelling. Now, supposing the former attained, of course the more words a child can learn during the given time the better, and this can be done within reasonable limits far better from a wider choice of language, that is, from more books than one. But the tendency of the present practice is to keep each standard to its own requirement of a single book, and it cannot be but that, where the attendance is pretty good, a great deal of time is lost and the class is nauseated by a thrice-told tale.

It is also unfortunate that so many of the reading books contain words, which will perhaps never be hereafter used by the children, and never fall in their way unless in some high-flown periodical, which they will never understand.

Arithmetic. The same thing occurs in the summing; the pressure put upon the teacher to pass his scholars in the given subject, leads him to study what will conduce to that particular end, to shut the door to other considerations but the best means to secure the money payment which follows the examination of the children in standards; now the latter prescribe the limits for each successive grade or class; a couple of rules of simple computation, or the four money rules as the case may be; to take the case of Standard III., into which most of the children pass, simple multiplication and simple short division only are expected to be known; but if the previous rules are well grounded, the bare working up these two rules need not occupy all the year, or bind down the performance to the exclusion of mental arithmetic, or the advance upon higher rules, or the ensuring of ground already traversed. And it is found that such is the literal adherence to the limits of each standard for fear of failure in the examination, that a slight deviation from the beaten track causes instant consternation; and the fortune of those who are thus drilled up and down, over and over, in long-acquired rules is by no means more successful than that of others, who endeavour to instil life, and intelligence and diversity into their teaching of this subject.

The standard examination. It must be recorded that schools are springing up where the passes in the examination by standards appear to be the master's sole guide and stimulus. They well nigh bound the horizon of his aims; they hide other more important things from his eyes; they obscure a high view of duty. By them he measures his success, not regarding the proportion of children he offers to be tested, nor the relation of their acquirements to age and school life, and content if his scholars just keep their heads above the line. If the first place in his thoughts be thus preoccupied, only the second or a lower place can be found for such considerations as the religious instruction and the moral training and discipline of the scholars

he undertakes to educate. He is bidden to mould and fashion the children's minds, and to call out and cultivate their intelligence. It is only human nature to make them mere machines for bringing grist to the mill.

Withdrawal of children from examination.

When the good progress of their education is consulted, it sometimes happens that to keep back the children, or most of them, from examination for a year is the best course. Should they be, for any reason, much behindhand, the school foregoes two-thirds of the whole grant, and presents no children for examination, in order to prevent superficial cramming, and to secure a good foundation hereafter; but this involves the certain loss of a considerable sum, and brings on liabilities of expenditure which every man is not prepared to undertake. It is not, therefore, surprising when an opposite course is taken, and scholars who are quite unfit for examination are presented for the chance of a grant in, perhaps, one subject out of three. Now, when all are presented without discrimination, a wholly ineffectual habit of instruction ensues, for the children are universally pushed forward in higher work, which they acquire as little thoroughly as the last; and the general character of the attainments becomes superficial and unsound.

The withdrawal of names from the examination schedule may of course prove that the instruction has been defective, and that the school has failed in duty to the children, but though it is impossible to institute inquiry on every occasion, a sufficient explanation is almost always afforded in the previous history of the child's school life. One example of this kind will suffice. The Hertford Cowper Testimonial Boys' School presented only 42 boys, although 62 had qualified for examination by attendance during the year. The remaining 20 were accounted for, as follows:—

6 had to be taught the alphabet; not at school long enough to be likely to pass Standard I.
2 presented at another school in too high standards.
2 skipped a standard last year, not able to keep up.
2 absent some months in latter part of year.
3 reading moderate.
1 writing do.
1 dead.
2 left.
1 examined in Standard VI. last year.

20

Supplementary rules.

The smaller schools in country places find the Supplementary Rule IX. press hardly upon the school funds. By this regulation they are required to present every child out of the first class at least as high as Standard IV.

Two examples of the kind are here subjoined:—Broughton N.S. (Bucks), with an average of 16, is divided into three

classes, and presents 10 children for examination, all in Class I., of whom four are in Standard III., four in Standard II., and two in Standard I., and none of them are above nine years of age.

Flaunden, N.S. (Herts), with an average of 28, is likewise divided into three classes, and presents 15 children for examination, of whom only one is in the 4th Standard. Now such as these are struggling little schools sorely put to it for funds, and doing well for the scholars; but because they have no scholars old enough to be in Standard IV., or not enough to make a class, they suffer an annual forfeiture of one-tenth of the grant, which is a perpetual discouragement, and in one case at least, has led to the dismissal of the certificated mistress and the relapse of the school into comparative inefficiency.

Minute of 20th Feb. 1867.

The Minute of 20th February last has been issued too short a time to admit of any conclusions in regard to its probable effect on schools; but up to the date of this report, during a period of five months, no single application has been made to me for the grant under its provisions.

Registers. Age.

In the returns taken from the registers frequent mistakes occur in the ages assigned to the children, arising for the most part from faulty entries in the book of admission. It appears to require great particularity, and to involve considerable trouble to arrive at the truth concerning the actual ages of the scholars, especially when the parents profess to be uncertain as to the date of their children's birth. The mistake of a year or so is by no means uncommon, and where the time of first admission to a school in their infancy is restricted, there is some inducement for the poor to consider their little ones older than they are, in order to get the care of them off their hands into the infant class.

It is essential, therefore, that the school authorities should make a particular point of ascertaining the true age of the children at the very time of their first joining the school, and should not allow any obstacle to interpose so as to postpone the inquiry and the notification of the fact in the registers until a later date.

Children above Article 4.

There exists universally much hesitation in deciding what children fairly belong to the classes of life which are excluded by the 4th Article of the Code from the benefits of public aid. The difficulty consists in the interpretation of the term "manual labour" as explained in the 10th Supplementary Rule. Different views are entertained of the intention of the rule, according as the managers and teachers are inclined to be strict or generous, and so much variety prevails that boys and girls of the same family have been reckoned in one school of the labouring class, and in another school ranked in

a higher class of life, or that in succeeding years the same children have been accounted fit and unfit objects of the grant without change of fortune in the circumstances of their parents. The result is that a task which is difficult to determine is in frequent practice left undetermined, and on the day of inspection has to be hastily solved, as the required entries in the admission book have not been made. These omissions are widely prevalent, as well as the want of a record in the same register of the standards in which the scholars were last examined. There can, however, be no doubt that much uncertainty will continue as to the right separation of the labouring from the non-labouring class of children in the schools, unless a more distinct and more readily applicable line of demarcation can be defined for general guidance.

Marking attendance in registers.

During the past year it has been better understood that the register of attendance should, both morning and afternoon, be marked before the commencement of the two last hours of schoolwork, but I am induced to think that sufficient laxity prevails on this point to warrant this special mention of the subject, and to express a hope that the managers will, by personal supervision, from time to time satisfy themselves that the rule is "invariably" observed.

Evening schools.

The examination of evening schools has been conducted wholly by the managers, or by persons appointed by them, and that part of the examination which is performed on paper has been afterwards revised by myself. With regard to the writing and arithmetic of these scholars, of which alone I am in a position to speak, the passes are much below those obtained in the reading. Out of a total of 303 scholars presented in 24 schools, 262 were marked as successful in reading, 175 passed in writing, and 158 in arithmetic. In the two latter subjects the performances generally are much inferior to the work of the same standards in day schools, and the scholars are for the most part examined in standards which show a lamentable ignorance for their years. The schools seem to gather in the neglected and the backward, rather than to carry on and improve upon the education of the day school. The employment of the population in out-door manual occupations much more than in skilled labour, and the early commencement of their working life in a great measure accounts for this result, but where youths are presented in the 1st, 2nd, and 3rd Standards in the evening school after passing the 3rd, 4th, and 5th less than two years before in the day school, it points to a mechanical acquirement of their early knowledge which brings forth too certain fruits. The fact seems to be established that an interval, more or less protracted, takes place between leaving the day school and joining the evening class, and when the

foundations have to be relaid under difficult circumstances in the night school, but little solid advantage accrues to the scholars in the way of literary attainment.

I learn that considerable embarrassment is experienced in holding the examination of the night scholars in strict accordance with the rules laid down for the guidance of the managers.

The minute directions, necessarily many in number and precise in character, which accompany the examination papers, require more study than can usually be given, and produce such mistakes as naturally happen to those who are unaccustomed to work of this kind. It constantly appears from the papers sent up by the scholars that variations from the prescribed mode of conducting the examination have been made.

The evening schools are seldom continued beyond the winter months, but in one instance, in the parish of Hatfield, the farm-boys on the estate are collected for instruction after the day's work, all the year round, except at the usual holidays. Besides the schools which have received grants, I have reason to know that many more evening classes are carried on by the clergy, or members of their family, or benevolent lay persons, but not always continued year by year: they are necessarily dependent on the changes of circumstance which overtake those who give voluntary aid in conducting them, and, at least in country parishes, a temporary rather than a continuous existence seems to be more conducive to their prosperity.

Examination of unaided schools.

The examination of unaided schools, taught by uncertificated teachers, takes place by official direction as often as they are visited, in the same manner as in the schools which receive the grants. The children are presented by the managers in such standards as they see fit to arrange them. Any comparison, however, between the results of the elementary knowledge thus obtained and the state of instruction in assisted schools cannot, of course, be instituted, for in the latter case the examination is annual and regular, and the children must rise in the standards in proper gradation year after year, but in schools which have no claim for the grant, inspection takes place irregularly, at longer or shorter intervals of three or four years or more, so that whenever an examination is held it is quite open to the master to place the scholars in such standards as will infallibly enable them to pass. He is unfettered by the necessity of any annual progress, without which all testing of attainments by this method certainly fails.

In pursuance of your Lordships' instructions I have confined my remarks to the facts observed by me in the schools

as managed and aided under the existing system of grants, and have considered myself debarred from discussing changes or suggesting improvements in the mode of administration which might be not "consistent with the principles of Minutes "sanctioned by Parliament."

I have the honour to be, &c.

C. J. ROBINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the year* 1867, *by Her Majesty's Inspector, the* Rev. CAPEL SEWELL, *on the Schools inspected by him in the Counties of* LINCOLN *and* NOTTS.

MY LORDS, Grantham, January 1868.

I HAVE the honour to present my Second Report on the schools inspected by me in the southern parts of the counties of Lincoln and Notts. If in addition to what I have to state respecting the actual condition of these schools, I describe to your Lordships the general aspect which popular education presents in this locality, my apology, (if any is needed), must be that Parliament and the country are at this time in an unusual degree occupied with inquiries upon this subject, which an inspector, from his opportunities of observation, may to some extent assist.

School work reviewed.

A review of the work of the schools actually inspected shall first be made.

The standard work.

The preparation of the Standard work constitutes, as regards the time spent on it, the chief work of the school. The system of individual examination has now been in use four years, and children are presented in greater numbers than formerly in the standards to which from their age they properly belong. This is so with all children who attend school with fair regularity from five years old. At six they are passed from the infant class at all risks as being no longer productive there, and when once started on the course of the standards, there is no going back, and but little standing still, till Standard III. is reached. Every year increases the number of those who have grown up under this system of necessarily progressive instruction, and whose places in the schools are fixed by the standards to which they have grown. Formerly the lower standards were filled with children, who from their age should have been, and in many cases doubtless were competent to higher work; but these are gradually disappearing, and leaving their places to children of more suitable age. The preparation of the standards has on this account become harder, as the children are now working at, sometimes indeed above, never as formerly below, their full capacity. If children are taught to do certain work in their seventh year, and to advance by certain well-defined steps in every subsequent year of school life, the earliest idea of the framers of the Revised Code—examination by age—is being practically accomplished. But it is manifest that, since regularity of attendance is absolutely necessary if children's attainments are to keep pace with their age, there will always be, at least so long as irregularity is tolerated, large numbers to whom this remark does not

Children taught according to their age.

Irregular attendance.

apply. Regular attenders rarely degrade. About 11 per cent. only, on the average of schools, of those who have qualified by attendance are not examined; but a very large number of these are not presented because they have left the school or parish after their attendances were made. The returns do not enable me to say accurately what proportion of qualified children is withheld from examination and what has slipped out of reach, but from my inquiries I gather that the latter is much the larger of the two. The requirements of Standard III. of Art. 48, mark a point at which children arrive at nine, or at most at ten years of age; but there the limit of school life is reached; the children go out into the world, the efforts to prolong their stay at school are unavailing and thus the upper classes are small, though their attainments are fair. It should rarely therefore be made a matter of reproach to teachers or managers that the age and attainments of their children are not upon an equality, or that the upper classes in their schools are disproportionately small, or presented in standards not sufficiently high. Such cases arise from misfortune, rather than fault, and are caused more by irregularity of attendance, and disappearance from school of the children, than by want of skill or diligence in the teachers. Instances occur where a whole Fifth Standard has disappeared before the examination, but after preparation and sufficient attendance. In other cases two or three children alone remain to represent the first class, and be presented in Standard IV. The examination schedule in such cases would give at first sight an unfavourable but very erroneous impression of the condition of the schools.

Limitations of age of Standard I. might be fixed.

Some little pressure might, I think, not unreasonably be used to bring the attainments of children who come under systematic instruction for the first time, at nine or ten years old, more nearly to a level with their age. Possibly no great hardship would be felt, and teachers might become a little more enterprising with the children who come to school late in life, if the grants were withheld on account of all Standard I. children above nine years of age.

Actual condition of schools.

Out of the 212 departments of day schools visited by me in the past year (excluding those that had been open less than two years), only 14 were in a decidedly unsatisfactory condition. The boys' and girls' schools of the district remain very much as they were. The infant schools have improved; but the most satisfactory marks of improvement are to be seen in the country mixed schools, which constitute nearly half the number on my list. The mean per-centage of passes in these schools has sensibly risen since my last Report was made in 1865. It is now as high as that of separate departments. Two years ago the difference between the mean per-centage of passes in the various sorts of schools was

considerable; now that difference is almost inappreciable. The mean per-centage of passes in boys' schools is now 82, in girls' 80, in infants' 81, and in mixed 81. This fact seems to point to the conclusion, that under the influence of the organization by age, which is gradually forcing its way into the schools, their efficiency so far as it can be measured by this test is very even and very fairly advanced.

Arithmetic. The exercises in arithmetic are still less successful than those in reading and writing. The requirement of accurate notation as part of the exercise, under the instructions of January 1866, has increased the difficulty of it, but has undoubtedly increased the children's aptitude for arithmetical processes. It is after all a question whether this work is really inferior to, or rather that it appears to a disadvantage beside reading and writing; because the slightest mistake is fatal to the correctness of a sum, and leaves the examiner no opportunity to exercise the charity which overlooks a misspelling or a faulty pronunciation.

Reading. The reading has sensibly improved with the improved character of the books lately introduced. Where this exercise is not well done, it is often found that a change of books will improve it when the greatest pains are wasted with books that are old and familiar. A new book requires both teachers and children to look at it while they read, and to pronounce each word as they receive the impression of its printed symbol on their eyes. Thus clearness of pronunciation and vivacity are produced; but a book so well known as to be seen, so to speak, without being looked at, is read with confusion and indistinctness. Those books are found best that have, among other things, their letter-press broken up into short paragraphs with plenty of beginnings and endings for the eye to rest upon. The children have not then to gaze across a seemingly trackless wilderness of words, but find halting places which diversify the dull monotony of the page. The weariness which most men feel in reading a page of folio, children feel in reading from a book printed in continuous unbroken lines.

Writing, spelling, dictation. The school exercises in writing and spelling are generally very well done, but for practical purposes, I fear neither is so efficient as it should be. Ability to write from dictation is no certain guarantee of being able to spell well when writing from memory, or composing. The mere art of writing having been acquired, it should be practised by intelligent use of it, transcribing, abstract writing, writing from memory, and if possible from fancy and imagination. Enslaved to the copy book, children do not learn to connect the action of their brains with that of their pens, and the two processes of thought and the written expression of it do not go on together as they should. The highest standard might be required to

write correctly, not from the sound only, but from the recollection of the sound, and look of words, for this is the practical use of spelling. Better dictation is found to be done where the advance from standard to standard is marked by the increased number of words given out at a time, rather than by the choice of words harder to spell. If children are accustomed to receive a word or two at a time, dictated hurriedly and irregularly,

"like wine
"Poured from a flask of narrow neck,"

they write hesitatingly and without confidence, whereas if the dictation be given out freely and boldly, they learn to write with aptness and facility.

Religious instruction.

The religious instruction in the schools I visit has much improved. It is owing entirely to the universal adoption of the National Society's (F.) scheme of progressive instruction in this subject. This is based on the same principle as Art. 48 of the Code, and aims at producing definite and properly graduated progress in Scriptural instruction. Although its exact requirements can rarely, perhaps need never, be complied with, yet by a method of accommodation now well understood, it becomes a most valuable guide to teachers of even the smallest schools. One gratifying point deserving, I think, of notice is that the children are taught a form of private prayer for use at home. This is almost always well said, when even the Lord's Prayer is not (which is too frequently the case), but better by girls than by boys. To teach children habits of worship, either public or private, is perhaps the most valuable religious instruction which can be given. What is so called, namely, a knowledge of Biblical facts and catechetic formulæ, may have very little religion about them, though they may appear to great advantage at the examination. Instruction in prayer may of course take a hard and formal shape, but I think there is less danger. It is a task which is performed by many teachers with a full sense of its great delicacy. The real effect of religious instruction in school must not be judged by the accuracy or otherwise of the children's answers. That accuracy is indeed the only assurance a stranger, examining the school often in unavoidable haste, can have that religious instruction is properly given, but its most valuable results must elude any test an examiner can apply. It becomes a question therefore whether the examination in religious knowledge is of the importance, in a strictly religious point of view, which has been commonly assigned to it. Great value, however, is attached to it by the clergy of this district, who deprecate the withdrawal of your Lordships' recognition of this instruction, which is sometimes suggested, very warmly. They believe that in inspected schools the teacher can serve only

one master, and if the inspector does not require him to bestir himself about the Scriptural instruction only shreds of time will be found for it.

But in the event of your Lordships' recognition being withdrawn the inspector's pressure on the teachers would cease, and other means of securing religious instruction entirely under the hands of the clergy,—the men, that is, professionally responsible for it,—would then be sought for. It will hardly be contended that such religious instruction as is given to meet your Lordships' requirements has secured for the church a firmer hold on her children than those religious bodies enjoy who have declined your Lordships' recognition of this part of their teaching. If, therefore, it were found necessary or expedient to relieve the inspectors of the duty of inquiring into the religious instruction of Church of England schools, there is little cause to apprehend that the interests either of religion or the church would be impaired; and if there were any hope of such an arrangement offering a new basis for the settlement of the so-called religious difficulty, it should certainly be made with as little delay as possible.

Advanced instruction.

Advanced secular instruction has lately become of considerable interest in consequence of the Minute of February 20, 1867, intended to encourage it. It has been in force too short a time to enable me to report upon its results. It is an effectual answer to those who made it a matter of reproach that no encouragement was offered to enterprising teachers. Your Lordships' Minute offers a reward for such successful enterprize, all security being taken at the same time that the rudimentary work shall have reached a fair efficiency. The number of cases in which, after this encouragement, no advanced instruction is attempted will indicate how far rudimentary instruction only is possible.

I am inclined to think that no teachers have at present attempted an advanced subject who had not already done so before the Minute appeared.

Subjects professed.

There is little variety in the advanced subjects professed. Geography, grammar, and history are the only ones I have met with. The last is much more rarely offered for examination than the interest and value of the subject deserves. I have never found grammar sufficiently intelligently known to deserve the grant. It is indeed a question whether so hard, so ill defined a subject as technical English grammar can be studied with advantage in the small leisure at the disposal of children in primary schools. Familiarity with models of correct speech would do more to improve their bad grammar than such scientific knowledge as they are able to acquire. Geography, often very unintelligently though accurately taught, is the favourite subject: possibly because much can be

taught orally from a single map, and other subjects require text-books.

There is little to be said about night schools in this district. There are 37 which have qualified for grants. They are mostly in country places, and do not in any way realize the idea of being third meetings of the day-school. The work done in them is neater than it used to be, but very elementary. The Grantham night-school is a remarkable exception to the general poor character of these establishments. Its size, the style of the work, and the order and spirit in which it is conducted deserve the highest praise. Night-schools in Newark and Sutton in Ashfield, where alone there is one for girls, are doing very fair work. In Nottingham they are only just started, and are not at present very successful. I can see nothing that would lead me to look, as some do, to night schools to solve the difficulties which arise in the way of successful education from children's bad attendance at the day schools. There is but a very languid disposition either to maintain or use them. It is only the few anxious and determined men who resort to them. If their numbers were multiplied threefold they would only catch the edge of the uneducated masses. Night schools.

Part of Mr. Fraser's report on education in America (p. 1–100) lately addressed to the Schools Enquiry Commissioners will help to show the true significance of such a condition of schools as I have now described.

A complete system of national education has four postulates:—1. A syllabus of instruction suited to the wants and opportunities of those to be educated; 2. Persons trained to teach it in the best and shortest way; 3. Buildings properly furnished and properly supplied with funds, in which to teach it; and, 4. Children to whom to teach it. To secure each one of these points is a separate labour requiring a distinct organization and involving considerations of the greatest variety, political, domestic, economical, intellectual. The American common school system was founded under circumstances peculiarly favourable. It was constructed before it was wanted, and embodied what its framers thought was best; it had no confusion to disentangle, no prejudices to overcome. The English system was constructed after its necessity could no longer be gainsaid, and embodied only what was possible under the circumstances. But those circumstances have been and are still so complicated and conflicting that it is scarcely yet determined to which of them our system should conform. A system has however gradually emerged from the confusion and has assumed a definite shape which enables it to be compared with that of America. It seems tolerably clear that neither England nor America has attempted to make their educational systems complete in all their four necessary points. Four requisites of national education.

In England since 1862, the year of the introduction of the Revised Code, the two first have been successfully accomplished, and the third to a certain extent. In America no security is taken for the first, and no strict order is taken for satisfying the second, but the third has been accomplished so far as the existence of buildings goes. Neither country has secured the fourth.

Supply of school buildings.

The base on which the American system rests is the law, which requires the erection and maintenance of school buildings and the remuneration of teachers by the inhabitants of localities where schools are wanted. The State compels the supply of buildings and of funds; it takes the initiative and insists on the requisite materials of a school, and practically leaves (Fraser, p. 35, 36) to public sentiment their management and use. England has not yet attempted to obtain that material guarantee for the education of a neighbourhood which America enjoys in the compulsory existence of a suitable building and more or less adequate funds. This is done by private enterprise, moved either by duty or benevolence. It is therefore in the highest degree important to observe to what extent this has been done. This district, containing a population of 531,614, has at the present time 240 schools connected with the Established Church under certificated teachers, annually inspected and subsidized by your Lordships' grants. Of these 47 have been added in the last two years. This addition represents so many new schools built or modified to suit your Lordships' requirements and so many incomes for suitable teachers provided. All the towns, except perhaps Lincoln and Mansfield, are already well provided with school buildings. Nottingham, the most important, has only one parish which has not a school built under your Lordships' sanction, of a size proportionate to the population. The thickly peopled mining district on the boarders of Notts and Derby has an uninterrupted chain of inspected schools. In Lincolnshire large tracts of contiguous villages are similarly provided for. It is among the village schools that the great majority of new annual grant cases in Lincolnshire are found. The managers of more than one of them have been induced to qualify for state aid by the representations of the diocesan inspectors; whose endeavours to improve the village schools and dispel the objections which are sometimes felt to your Lordships' supervision, demand a very grateful acknowledgment.

Number and increase of inspected schools.

I am able to state not only that there are scarcely any places in this district without school buildings and teachers of some sort, but to add on the highest authority that a very considerable number of the schools which I do not visit are found by the diocesan inspectors, whose standard is in some cases higher than my own, to be in all essentials competent to receive your Lordships' assistance for the results secured

in them. Unfortunately they come but slowly within range of the systematic efforts that are being made for the education of the people. While they do so their work, though its usefulness must be allowed, is done at a serious disadvantage, at least in a pecuniary point of view, and if not lost it is at least disregarded in estimating our apparatus of primary education. The growth of a hearty popular sentiment is necessarily impeded by the existence of vast numbers of schools carried on not in practical harmony with the endeavours of the state. Whatever policy would bring existing schools in larger numbers into cordial co-operation with the organization of the state and extinguish the jealousy and mistrust which now holds them apart, would also extend that organization and the guarantee of education which it gives and relieve it of the charge of incompetence and the threat of extinction. Except in new centres of population and a very few exceptionally neglected or unfortunate country parishes, school buildings exist already; wanting indeed improvement, enlargement, re-building sometimes, but still by their existence bearing witness to a spirit already alive which wants only directing and systematizing to satisfy, in this respect at least, the most pressing wants.

Buildings not wanted.

The case is, however, otherwise with respect to the provision of funds for the support of schools. In inspected schools two of the three sources of income—grant, pence, and subscriptions—in other schools the whole available funds, are precarious and the burden of them unequally distributed. The mediæval idea of education being a work of charity lies at the root of the present arrangements, though the name "charity school" has, with the improved condition of the labouring classes, become obsolete. It would be worse than ungracious to deny the excellent results this idea has produced, but it must not be concealed that its action is partial, uncertain and irregular. Those who do think it their duty to provide education for the poor wring with difficulty subscriptions, sometimes I understand only promises of subscriptions, from those who do not. So many decline the duty altogether that the burden of it is thrown on a few and those not the strongest shoulders. In the schools I visit the clergy undertake not the whole charge, but the pecuniary responsibilities of management. I can call to mind only six lay men who are in fact, as well as in name, the treasurers of schools.

Financial condition of schools not satisfactory.

The subscriptions of the clergy disproportinate alike to their own incomes and the gifts of others are at once the strength and the weakness of our system. It is of great value to have men who show such self-denial in the conduct of their schools interested in the cause of education; but they undertake this duty voluntarily and almost single-handed, and they not unnaturally like to discharge it their own way and

rarely sympathize with, sometimes actually obstruct, educational efforts of a wider or different scope than their own. Adventure schools, bankrupt schools, rival schools, bad schools, in rare cases no schools at all, are some of the darker features of the voluntary system which on its brighter side is encouraging enough. To these must be added the mis-direction of endowments. Except in rare cases the poor have no better or cheaper education or any other privilege because their school is endowed, but the subscribers subscribe less and sometimes make it an excuse for not subscribing at all. The secrets which lie behind the balance sheets annually furnished to your Lordships, if they could be disclosed to the world as they sometimes are to me, would afford startling proof of the hollow foundation on which the pecuniary support of many of our schools rests.

Remedies proposed.

It may not be out of place to indicate, without discussing, the three courses which are suggested to meet this state of things. The first is to leave things as they are, in hope that the sound principles and public spirit which characterizes school management in many localities already, will in time become the rule in all. The second is to give up subscriptions and supplement the children's pence to the full extent of the expenses out of the consolidated fund; leaving to private benevolence the task of assisting those who are unable to pay the school pence. The third is to replace subscriptions by a school rate, either permissive or compulsory, either in lieu of or in addition to the children's pence and the Government grant.

Their tendencies.

If the first were adopted much patience would have to be exercised and many anomalies still put up with. If the second were tried local interest and active participation in school work might fall off; but I believe the extent to which it exists at present is much overrated; and as the schools must be managed by somebody, the present managers who work for the state and the subscribers too, would probably show an equal spirit if they managed for the state alone. I assume the continuance of the denominational system. The third expedient would produce a symmetrical and universal system of schools, more or less properly supported; it would make it more practicable than at present to exert some pressure on children who neglect to use the schools provided for them, if such a measure were thought necessary. It would, however, ultimately very seriously dislocate all existing arrangements and might possibly create new difficulties in place of those it removed.

Modification of present conditions by way of concession proposed.

Till some better way is decided on for providing and supporting primary schools it might possibly be wise to make some concession to those who decline or imagine themselves unable to obtain the assistance of your Lordships. If the power

of initiating reforms and improvements were reserved in cases where such concessions were not turned to good account, the direction of national education would fall speedily into your Lordships' hands. Is it too much to hope that a hearty and unanimous popular sentiment, which is allowed to be the real secret of successful education in America and elsewhere, would be in time the result?

Reasons of schools remaining unassisted. The certificated teacher.

The causes which keep so large a number of schools at present outside the circle of national efforts for education are, I venture to think, more fancied than real. The expense of a certificated teacher is a common one to be advanced. But there are abundance of schools not in receipt of your Lordships' grants, much larger and therefore presumably richer, than many that obtain them by employing a certificated teacher. Many schools therefore need no concession on this point, and to those whose managers believe they do, on account of their poverty, it might not be impolitic to make it.

The religious difficulty.

That which is called the religious difficulty is another cause of estrangement. The difficulty itself cannot be said to have arisen in practice at present. It would only arise upon the supposition that the more comprehensive and secular view which the State took of education was totally irreconcileable with the narrower and more definitely religious view of it adopted by the clergy. Such antagonism, if it now really exists on a large scale, has not yet been pressed on either side to an open rupture. The difficulty is a hypothetical one, and it is perceived that its solution to the satisfaction of all parties would still leave the most prominent deficiencies of our education unrepaired. The solutions that are offered of it are hypothetical also, and have little relation to the more pressing wants of the time; so that in the controversy men's minds have grown confused and weary, and sometimes angry, while they are after all but beating the air. The watch-word of this controversy is "conscience clause." The difficulty of which it is the parent hinders education only indirectly, only in so far as it hinders the cordial co-operation of all parties which so difficult a work requires, and in so far also as it hinders the more complete symmetrical development of which the present system is capable.

Upon the side of the clergy there has lately appeared in this district a considerable change of feeling respecting the conscience clause. The Bishop of Lincoln in a recent charge advocated the acceptance of a well considered conscience clause, and many of his clergy echo his sentiments. Though they have failed to find a clause sufficiently "well considered" to satisfy them, yet their willingness to allow some legal security to the rights of conscience, which they have always practically respected, shows that the door is open for some

accommodation which it would be unwise to ignore. It is rather the interpretation of which the conscience clause has been declared to be capable, than the clause itself, which has made it unwelcome: if that interpretation could be modified so as to put the obligation of withdrawal from obnoxious teaching on the child, and not that of silence on the clergyman, the controversy would, I think, in the present temper of the clergy be speedily laid to rest. The conscience clause is accepted without murmur when it is imposed either by the Charity Commissioners or the Commissioners of Woods and Forests. It is, I believe, an invariable condition of their administration where the endowments of schools have been re-organized, or school buildings have been erected on Crown lands. Though these cases are not numerous in this district, they are sufficient to show how very harmless the obnoxious clause may be, and what an insufficient reason the fear of it is for keeping a school out of reach of public recognition and the Parliamentary grant.

English system compared with American as regards syllabus of instruction.

The distinctive marks of the American system are the building and the maintenance fund, those of the English are the syllabus of instruction (Art. 48), and the preparation of teachers. In America, though the first of these is indistinctly defined by the Fundamental School Law (Fraser, p. 89), it is in practice just what it was in England before 1862, that is to say, its limits and gradations are not laid down as they now are with us.

The inquiries of the Royal Commissioners of 1861 established the necessity of defining the limits of primary education. If school life were of indefinite length it might possibly answer to leave the course of instruction indefinite and its results a matter of charitable hope. But since school life is very short your Lordships have prescribed what a teacher must do, so as to conform to the conditions, as regards his scholars, under which he is working. The limits of instruction laid down in Art. 48 may be narrow, may not constitute a satisfactory education, may give no security for the people growing up intelligent, but those limits were fixed in view of certain conditions, as of short school life and irregular attendance. So that if the work done within them is a failure, it must not be charged upon the narrowness of the limits, but upon the antecedent conditions which forced them to be made narrow. Accepting these conditions as for the present at least inevitable it may be concluded, that in the syllabus of primary education, popularly known as the Standards, one foundation has been laid which in any reconstruction of the educational edifice need not be replaced. The marks of a thorough elementary education are now tolerably clearly known, the limits to which it is practicable to carry instruction in ordinary primary schools, and the swiftest methods of

reaching those limits are familiar to all trained teachers, and their work is done with a precision and evenness unknown till within the last few years.

Result of the instruction not visible outside the school.

The excellent results of this part of your Lordships' administration are, it must be confessed, chiefly to be seen within the school walls. It has produced intelligent and capable school children in abundance, but it has not, nor would it, I fear, with longer time, produce a population of intelligent adults. But is it wonderful that observers should fail to discover any traces outside the school, in after years, of the satisfactory education which inspectors bear witness to within, if it be remembered that by far the larger number of the children never get through the course which your Lordships prescribe as the minimum of a satisfactory education. Out of the 25,394 children attending the inspected church schools in this district, 75 per cent. are under 10 years of age (complete). There can be but little prospect of an education ending at that period of life, however good it may be up to that point, having any appreciable influence on the intelligence and aptitude of the grown up man. There is indeed a very strong presumption that the system of the Revised Code is as far as its predecessor was from securing its main object which is not only good schools but an educated people. The faults discovered by the Royal Commissioners of 1861, which the Revised Code was intended to cure, have been cured; the lower classes are now not neglected but admirably taught: but there is no certainty that children who follow the course of instruction half-way and then stop, will be at man's estate one whit better than if they had never begun. On a former page of this report I have described to your Lordships the successful manner in which the standard requirements are met, and the way in which by speedier methods of instruction, and the natural consequences of earlier grounding in the elements, children are somewhat more advanced at the close of their school life than they used to be. But the progress thus indicated is very slow, far too slow for the exigencies of these times. It is no discredit, however, to any scheme to be unsuccessful, if only one person in four carries it out fairly to the end, and vast numbers do not attempt it at all.

Comparison as regards teachers and their preparation.

There is no point of contrast between systems of America and England so great as the training of teachers. The certificated teacher is the keystone of ours as the school building is of theirs; he is the result, in his most complete development, of a long probation, an expensive training, and many examinations. He is, in every sense of the term, a picked man. His school is his home and the source of his income, the field of his ambition. It is otherwise in America, for a teacher there training is a luxury, not a necessity. He may

assert rather than prove his qualifications, which are sometimes no higher than to be cousin to one of the governing body of the school in which he is employed (Fraser, p. 38); he is rarely to be found in the same school in two successive years, and half of each year he is probably not a schoolmaster at all, but something else. If expenditure of care and time and money be a criterion of a good system of procuring qualified teachers, it is beyond question that ours may be favourably compared with that of America. Its fault is probably that it is too elaborate and wants the simplicity which characterised the system of normal schools established with such success by Pastor Fliedner in Bavaria.

Preparation severe: calling unpopular.

The results of it are eminently satisfactory as far as they go, but from the severe preparatory course which it requires it cannot produce teachers enough to keep pace with an extension of Government aid much further than it goes at present. It has the misfortune also of being unpopular with the class from which recruits could in any numbers be drawn.

Two methods of increasing their numbers.

Two methods of increasing the supply of qualified teachers are open; the first would be to allow some other qualification to earn the certificate than those at present recognized; the second, to mitigate the unpopularity of the present system, and so increase the numbers of those who are willing to qualify under it. Both methods have been adopted by your Lordships. But the shorter courses to the certificate or its equivalent in village schools allowed by Arts. 72*b*. 1, 72*b*. 2, and 132 are rarely taken advantage of in this district. So far therefore as your Lordships have already remitted the full and complete requirements of a certificated teacher, the result of the concession cannot be considered encouraging. It is, however, alleged that these concessions are inoperative because they do not go far enough. They permit pupil-teachers who have abandoned the profession after completing their apprenticeship to resume it again; they meet those rare cases where, without special training, persons can show both technical knowledge and practical capacity for teaching, but they do not touch the case of those teachers, existing it is said in great numbers, who can exhibit practical capacity without the technical knowledge. Further concessions are, therefore, demanded, and if the training colleges can do no more than at present to increase the supply of teachers the demand must be complied with before the number of schools under your Lordships' supervision can be very largely increased. The demand for a concession of the present certificate requirements, put in its most reasonable form, would probably be satisfied by relieving acting teachers of the examination, which is the great difficulty of those who have not had special training for it. Already successful conduct of a school by an acting teacher not only entitles him to sit for the examination

Further relaxation of the certificate qualification.

but shortens to one year his further probation for his parchment, while teachers who have only passed the examination after the college course have to wait two years for theirs. The claims of successful work in the school seem to be therefore to a certain degree already recognized. To abandon the examination and increase the preliminary probation would be carrying this recognition to a point at which many acting teachers could avail themselves of it. Large schools, in which the services only of those who had passed through the longer and more elaborate preparation would be recognized, would find ample employment and sufficient emolument for all who might choose to undergo it.

Some of the provisions of the Minute of February 20, 1867, attack the difficulty of a short supply of teachers at its other end. Grants are offered to the extent of 8*l.* annually and prospectively at the end of five and seven years of certain further sums to enable managers to employ additional male pupil-teachers in the hope of thereby increasing recruits for the ranks of future masters. There has yet been no opportunity to discover whether your Lordships' expectations will be fulfilled. The number of pupil-teachers in this district has not sensibly increased beyond what the wants of new schools necessitated, and I am by no means sanguine that any great increase is to be expected. I certainly think that the prospect of the grant on boys' passing into and out of college is too remote to weigh with managers in deciding whether or not to employ a pupil-teacher. If this be so, it might perhaps be possible to apply the principle of your Lordships' latest Minute (December 21, 1867), which offers grants towards the education in some art or science of certain children in the national schools who may show an aptitude for such instruction. The training colleges supply a technical education in the art of teaching and school management: but the fee demanded by their authorities on admission, and the incidental expenses of a college course deter many boys within my own knowledge from entering them. A grant to successful candidates for admission, in lieu of that now contingently due to managers, equivalent to the college entrance fee and the old gratuity for travelling, &c., which was abolished in 1862, would secure to the profession many lads who at present seek other and easier occupations. If it be alleged that English primary education is unsatisfactory because of the teachers, it must be owing to their small numbers, and not, if those in this district be a fair sample, to their inefficiency. More of such men and women, fitted by character no less than attainments for the responsible places they fill, and of persons as nearly like them as we can get them, acting under your Lordships' supervision and direction, would go far to save the English system from unjust reproach.

Inducements of Minute of February 20, 1867.

Comparison as regards attendance of children.

One knot remains to notice among the tangled difficulties of primary education, the loosening of which would determine the way in which all the others should be unfastened. The erection of buildings; the supply, preparation, and maintenance of teachers; the extent and quality of instruction; the results immediate or remote to be expected of popular education; the depth to which education is to be forced among the lowest strata of society; are so many threads, each of them sufficiently twisted and involved, whose direction and arrangement cannot be satisfactorily determined till it shall have been first decided whether education is to be provided for all children or only those that wish for it; and for what length of time and upon what conditions as regards use and neglect of it they are to be within reach of this provision. In brief, the presence in school of children to be taught is the most important factor in the result of any educational scheme. Every complaint I hear from managers of the severity of your Lordships' conditions of assistance, every disappointment they express at the small return they perceive for all their cost and labour, a large majority of the unfavourable reports I have to make, have their origin in nothing else but the absence or irregular attendance of the children. There may be buildings everywhere, and suitable teachers supported everywhere, but unless there be the children to teach the result of such an organization must be uncertain and mostly disappointing. Unless, too, children attend not only in sufficient numbers but for a sufficient length of time to receive an education that will last by them hereafter, it is in vain to expect any material increase of the general intelligence of the people; it is almost in vain that money is spent upon and exact order is taken for the earlier steps of a course the later ones of which are never reached. The difficulty of settling the children's attendance is so formidable that it is a question whether it can be dealt with advantageously by direct action at all: but the arrangements of an educational system and the expectations that are indulged of its success must be determined according to the way in which this difficulty is met. Hitherto England has accepted the alternative of leaving the difficulty unsolved. America has in practice taken it for granted it would solve itself; Protestant Europe solved it by legal enactment after the Reformation (Royal Comm. Rep., 1861, p. 192), when society shaped itself afresh on vigorous and novel modes of thought, and gladly submitted to any counsel dictated by the authority of the lately triumphant religion. The blow was given when the iron was hot, and it has retained its shape now that it is cool. In England there is no general enactment on the subject. In America and in Protestant Europe such enactments exist, but in the one case they are not, and in the other they need not, so strong is popular sentiment in

their favour, be enforced. If England were to adopt the American system of compulsory education, she must be prepared to see the law remain, as it is in America, a dead letter; if the continental were chosen for imitation it would be impossible to reproduce the favourable circumstances under which it took its shape, or to secure the popular assent which long custom has won for its provisions. The popular sentiment among the English poor is not for education but for labour and its attendant wages; it may possibly be controlled and its too frequent extravagant selfishness checked, but it cannot be rudely thwarted. The problem how to accommodate the claims of the school with those of the manufactory, the market place, and the farm-yard, need not be attempted here, but it may be useful to lay before your Lordships such evidence as this district affords of the extent to which the claims of the school are disregarded, and of the success of the measures which have been adopted to maintain them. This evidence is mainly statistical, and relates first to the absence of children from school altogether, and secondly to their short and insufficient attendance. The population of the district is 531,614 or 72 per cent. of the total population of the counties of Lincoln and Notts. The numbers that I shall submit are taken where practicable directly from the census tables of 1861, or are estimated in the above proportion where the county totals only are given. The source of information respecting Church schools not inspected is the educational census published in the Lincoln Diocesan Calendar. The number of scholars in Nonconformist schools is estimated from their average attendance as detailed in the Blue Book of 1867, in the same proportion (63 per cent.) as is found to subsist between the average attendance of scholars and their numbers in Church schools.

Statistics of attendance. Number on registers.

Assuming the school age to extend from the fifth to the twelfth year, up to which age the numbers of scholars fall by small and regular intervals, there are in this district,

Children of 4 years old - -	13,896
„ from 5 to 10 - -	62,874
„ of 11 - - -	10,104
	86,874

who ought to be at school. This nearly agrees with the census returns of children described as scholars, which gives 88,101. The actual statistics of schools are not sufficiently complete to serve as a test of the correctness of the census returns of scholars, but they are sufficient to reduce the limits of error to a narrow compass.

The registers of inspected Church schools contain - -	25,394	names.
„ of other Church schools -	21,311	„
„ of Nonconformist schools (by estimate) - -	5,672	„
These numbers give a total of - -	52,377	„

About 35,000 children therefore remain unaccounted for. From these must be deducted a certain proportion of children of well-to-do parents, and a further reduction must be made on account of the children of artizans in private schools, and of those who frequent the ragged schools, of which no statistics exist. A heavy balance still remains of children who cannot be found in the public schools. There is a presumption that these absentees come from the lowest strata of society, and are absentees because they are below the reach of the present organization. But this conclusion must be modified by the fact that though girls considerably out-number the boys at home, their numbers in all the schools are very much lower; the total absenteeism of the district is therefore to a certain extent accounted for by that of the daughters of all classes of labouring men. After making all these allowances an approximate estimate may be formed of the residuum who either cannot or will not avail themselves of the present means of education. A residuum of uneducated children probably exists, if it were only known where and how to find it, under the most perfect system hitherto contrived. Large as it must be in this district and elsewhere, where perhaps it can be shown to be larger still, it is open to question whether it be sufficiently large in proportion to the population to necessitate a remodelling of the whole plan of national education in order to meet the evil which it exposes to view. It is that many live in neglect of present opportunities rather than beyond the reach of the system, by no means as yet completely developed, which needs correction. The inspected Church schools alone in this district would not be more than full if 7,000 more scholars were in ordinary attendance.

Bad attendance.

A rough estimate may be formed of the extent to which short and irregular attendance cuts down, so far as useful results go, the value of the numbers on the books, if it be allowed to apply the statistics of the aided schools which are accurately known to the total number of scholars of the district. Of all the children who profess to be attending school, 63 per cent. only during the past year have been in average attendance, while on the 28th February last, a day at a season of the year when the schools are fullest, the actual attendance would have been 73 per cent. of the entire muster roll. But the number of children over six years of age who had attended over 200

times in the course of the year, and had made sufficient progress to give a reasonable assurance of passing the examination would be found to be only 37 per cent., and of these 20 per cent. would, in one subject or other, disappoint the expectations of their teachers. Even of this success it is to be feared that a great deal is of a very ephemeral character, for 75 per cent. of the children who attain it are not older than their tenth year, and were receiving instruction with capacities better suited to acquiring than retaining it. A school, therefore, of 100 children upwards of six years of age would not fall behind the average of this district if 63 of those children only were in average attendance, and 73 in attendance when it was most full; if 37 only could be presented for examination, 30 of whom could pass, and 28 were less than 10 years old. If these results should be doubled to represent the truth, there would be ample evidence of the waste and neglect of opportunity on the part of the children, and good reason for deploring a corresponding waste of the money and labour expended on primary schools. To this waste the Parliamentary grant administered by your Lordships is liable, in spite of all the safeguards and conditions by which the grants are shielded from possible abuse. Not only the national education but the national economy seems at fault so long as the attendance of children remains such as I have described.

Attempts to correct this.

What has been done at present to remedy this state of things has had, it must be confessed, very little success in this locality. Two methods are in operation to a partial extent already. The first is the regulation of labour with due regard to school attendance; the second is encouragement of school attendance.

Half-time Acts.

In Nottingham and the neighbourhood the Factory or Half-time Acts have hitherto been in operation in lace and cotton manufactories and in bleach works. But the results of the half-time system, which have been so satisfactory in the cotton districts of Lancashire are not to be observed in Nottingham. The special character of industry of the town is such as to make it not worth the while of employers to find occupation for children on the terms of the Act. The half-timers therefore are few in number, except at New Radford and Basford, where their work is as good as that of whole-timers. With these two exceptions only 98 half-timers were in average attendance last year in all the Church schools in Nottingham. The mining district in the west of the county has, I should judge, profited more by the Mining Acts than the town has by the factory legislation. The mining lads are certainly superior, both in physique and intelligence, to those occupied at the stocking looms, which divide with the mines the industry of the district. The extension of the Factory Acts to workshops and warehouses,

which comes into operation with the current year, will meet the wants of this district exactly. Its effect even in country villages, where among the stockingers it is much wanted, need not be despaired of. The regulation of labour in fictile manufacture has penetrated to country brick and tile yards already. The farther such regulations can be carried the more familiarized the people will become with the idea of labour and education going hand-in-hand instead of being mutually opposed, and they will perceive that with due economy the chief interests of both may be preserved. If a school within the meaning of the Act were meant one under a certificated master, I am confident, so far as this district is concerned, that there are schools enough and managers willing enough to receive all who might require certificates of instruction.

Not applied to agriculture. Action of Chambers of Agriculture.

No sort of regulation has yet been attempted of agricultural labour, except the recent Gangs Act, but no mention is made of education in it. It will, however, by stopping gang labour of children under eight, set many at liberty for school in the fens of South Lincolnshire. Whether any regulation of juvenile agricultural labour could secure to labourers' children a proper and sufficient time for education is one of the most difficult problems of the day. As yet those who know most about the country and its pursuits and necessities—the squires and the clergy—have no solution of its difficulties to offer; but the recognition of the question of education of labourers' children by the recently-formed Chambers of Agriculture in this and other counties, gives some hope that before long practical suggestions may be made by the men who alone understand the special circumstances and conditions under which a better and longer school attendance of country boys and girls could be secured.

Scholars' certificates.

Your Lordships' action to encourage prolonged attendance has been confined to the issue of scholars' certificates. Whether they are not appreciated, or not attainable upon the conditions imposed, I cannot determine. I am, however, very rarely called upon to grant them. Perhaps 40 in the course of the year is all I issue.

Prize schemes.

The action of managers takes the form of prize schemes, of which there are several in this district. That with which I am best acquainted is, I fear, not increasing in popularity or usefulness. The causes of bad attendance lie in fact too deep to be reached by the arguments of duty or educational advantage. With persons vagrant or on the eve of criminal action the sterner argument of compulsion could indeed be brought to bear with general approval; but a wiser and stricter use of the existing means of education, and a further and more complete emancipation of the children from the slavery to which greedy masters and short-sighted, if not heartless, parents condemn them, would be, as a system for general application, more popular, and therefore more likely to succeed.

The sum of the observations which I have ventured to lay before your Lordships in detail is— Summary.

1. That there already exists, both in town and country in this district, which perhaps might pass as a fair sample of most, in what I may call the private and public apparatus of primary schools—buildings, teachers, funds—a provision for the wants of the people, whose most serious defects might be supplied if the rigour of the public administration of educational affairs were somewhat relaxed and the private administration were stimulated to be in all cases what it is already in so many—liberal, active, and intelligent. One novel claim only must be made, the power of the initiative for those who are responsible for the national welfare. 1. As to buildings.

2. That the public primary schools, though their financial burdens might be much better distributed and more cheerfully borne, are upon the whole as little likely to break down as any other of the great organizations of the country which are supported entirely by voluntary contributions—the missionary societies or the hospitals. 2. As to funds.

3. That in these schools, which are yearly increasing in number, satisfactory methods of instruction are followed which, however, under existing circumstances, fail to have any great influence upon the character of the people at large, because their work is abruptly closed at the point where such influence might be expected to begin. So that though the work done in the schools is to be praised in itself, it must be pronounced inadequate for the purpose for which they are maintained. 3. As to teachers and their half completed work.

4. That the cause of this is to be found in the absence of many children, the early withdrawal and irregular attendance of nearly all, which disappoints the expectations and wastes the resources of the State. 4. As to the cause of its incompleteness.

5. That public sentiment, though it is by no means certain what are the trustworthy criteria of a successful primary education, is alive to the most palpable deficiencies of our own; and though divided as to the best means of remedying them, leans towards a development of the existing system with wider aims and more authority rather than to the creation of a new one. 5. As to popular sentiment regarding its removal.

If I may add a conviction of my own it would be that, as the want of children to be taught is the most real and serious cause to assign for the low character of the English primary education, the removal of this difficulty would be followed by the silent disappearance of many other difficulties which, while it exists, appear insurmountable. If the authority of the law could be invoked to deal with it in such a way as to diminish and not increase the present popular distaste to education and the self-denial that it requires, the interest of managers, which must naturally be languid so long as children Conclusion.

and their parents can by simple inaction thwart and disappoint the most earnest efforts on their behalf, would awake to vigorous action. The dignity of school and the value of education would rise in popular estimation and popular use as people learned that the better kinds, if not all kinds, of respectable labour were closed against those who had neglected it. The conscience clause itself, acted on at present in practice with few known exceptions, might come to be accepted by the clergy in terms, for the sake of legislation, which kept their schools better filled than at present with scholars working with more mature intelligence.

I have the honour to be, &c.

CAPEL SEWELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

POSTSCRIPT.

An inquiry into the educational condition of Old Radford, a suburb of Nottingham, has lately been made. It is a poor, manufacturing parish of 5,507 people, and every house of a less rental than 10*l.* was visited, and account taken of all children between four and twelve years of age. The result of the inquiry gave 11·2 per cent. at work; 60·1 per cent. at school; and 28·5 per cent. at neither.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. T. W. SHARPE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* SURREY.

MY LORDS, February 1868.

I HAVE the honour to submit my report for the year ending August 31st, 1867.

I have been engaged in the inspection of Church of England schools in South London and the greater part of the county of Surrey. District.

The district comprises three classes of schools, rural, suburban, and those in London proper. Classes of schools.

The rural schools are generally well supported, lying within a radius of 30 miles from London, they contain a sufficient number of richer inhabitants to maintain the charities of the parish with ease. Rural.

The suburban schools situated in parishes where the value of land is so high as to be prohibitive on the building of cottages have comparatively a small number of poor. These parishes can easily maintain their own schools, and in some cases out of their abundance they help their poorer neighbours in London. Suburban.

The schools in London, especially those along the river side, extending to a depth inland of about two miles, are attended by the very poorest class, and can with difficulty pay their way. Metropolitan.

Their accounts often tell the same story, of a debt slowly accumulating for several years on the hands of the benevolent treasurer, and if not wiped off by his liberality, cleared away by special appeals. Some of them may be said to live in a chronic state of composition with their treasurers for 18*s.* in the pound. The additional 8*l.* grant has been of special use to these poorer schools. In a few poorer girls' schools this grant has not been earned, by their failing to procure the required number of passes in the higher standards, but I hope that another year none may be excluded. Difficulty of meeting expenses.

In the first two classes of schools there would be very little difficulty in enforcing compulsory attendance. The "mauvais sujets" of those districts are well known to managers and scholars. But in that part of the district which lies within a radius of about a mile on the average from the Elephant and Castle, the migratory habits, poverty, and indifference of parents would increase the difficulty of tracing and punishing the worst offenders. Compulsory attendance.

The district contains 258 departments receiving annual grants, taught by 268 certificated teachers, 50 assistant, and 261 pupil-teachers. The rooms contain accommodation for Statistics of teaching power.

Attendance. 37,000 children; they are attended by an average of 24,000. The largest number gathered at one time, *i.e.*, those present on the day of inspection, was 28,000; 19,000 had attended 200 times in the year and were qualified to bring a grant to the schools.

Examination. Of the latter number upwards of 15,000 were above six years, and were examined individually in the elementary subjects.

On the whole 88 per cent. passed. Taking the separate subjects of reading, writing, and arithmetic, 94 per cent. passed in reading, 91 per cent. in writing, 81 in arithmetic.

Causes of difference in results. I attribute the greater proportion of passes in reading to the fact that children take greater interest in this lesson, and teach themselves both in and out of school. The disproportion of passes in writing and arithmetic is caused by want of intelligent introductory lessons in the latter case. Both require equal care in the mechanical part of teaching, arithmetic requires in addition intelligent explanation of method.

Bad classification of older children. I regret to have to notice that in some schools older children are placed in classes below their mental powers to secure the full grant by passing in all three elementary subjects. After an independent examination held in various schools in standards higher than those presented, my assistant and myself have concurred in thinking that the majority of such children would have passed in reading and writing, and with the technical instruction needed in arithmetic for the higher standard, in that subject also.

Reduction of grant in such cases. I have explained in such cases that older children whose education has been neglected cannot be expected to advance *pari passu* in all these subjects, and that for the future, when such faulty classification should occur, I should be compelled to recommend a reduction of the grant.

Inferior limit of standard for age. To prevent the possibility of such cases occurring a limit of age might fairly be imposed in day schools; that no child above eight years of age should be taught below the second standard; no child above ten below the third standard. In night schools such a limit could not be imposed.

Owing to this practice which exists in a modified form in almost every school, the return of those who pass out of school well or fairly taught in reading and writing, if calculated solely upon the standard passed, should be lowered by deducting those who have been presented in a lower standard to secure the passing in arithmetic.

School stay. The best age of school attendance is from seven to ten years of age: after that age there is a rapid falling off. On

Approximate. a fairly approximate calculation, of 5,000 children who attend between those ages, every year removes 1,000; only 4,000 are found between 10 and 11, 3,000 between 11 and 12, 2,000 between 12 and 13, 1,000 between 13 and 14.

The actual per-centage shows that immediately after seven years of age, *i.e.*, when they should be just leaving the infant school to begin the serious work of education, eight per cent. disappear from the registers in the first two years, 24 per cent. before 10½ years old, 43 per cent. before 11½ years. The death rate for those ages should be deducted to find the actual per-centage of imperfectly educated children. Actual per-centage.

By imperfect education I mean such an education as does not qualify a child to carry its teaching further or to maintain it at the same level when thrown on its own resources. Speaking merely of elementary or primary knowledge, all that leave school without having passed at least in the third standard (if fairly classified) are found by the experience of night schools to have been unable to help themselves farther. Imperfect education. Practically no education.

This will be seen by reference to a letter appended at the end of the report. This appendix contains an accurate account of the educational state of a fairly typical country parish of 900 inhabitants where the voluntary system has everything in its favour, zealous and liberal managers, intelligent and zealous teachers. The parish labours under the double disadvantage common to many country parishes of a distant hamlet requiring a separate infant school and the isolation of houses in the outskirts. In the whole parish there are only 15 children under 12 who are not at school. It is stated in that letter that all who leave school before passing the third standard successfully have to begin their instruction *de novo*. I quite agree with this.

It follows from the per-centage of imperfectly educated children, that even in Church of England schools, which in many London parishes do not include the lowest class of poor, there is a falling off in number of 25 per cent. before the fourth standard could be reached, because of age, and before the third standard practically is often reached. Number of imperfectly educated children.

Putting aside those parents who would not pay any fee at all, however small, have the school fees been raised so high as to make their payment a serious consideration for the parents who wish to have their children taught? School fees.

The whole question of amount of school payment is so entirely a leap in the dark, that the only result of the experience of managers seems to be that the higher the fee within the ability to pay, the more regular the attendance. Fees have been generally raised within the last few years, not in any case (but one that I know of) beyond a payable limit for ordinary times, but in harder times, such as the severity of last winter, managers are compelled to remit all payment. Raising of school fees.

In some schools a sliding scale of payment is established,

when the conscience of the parent is appealed to as to the amount of fee he considers himself able to pay as compared with others.

Sliding scale of payment according to earnings of parents.

I believe, that without instituting an inquisitorial examination into the circumstances of parents, a sliding scale might be established according to which all parents below a certain rate of weekly earnings might send their children free, and so on in proportion, till the highest payment was reached. A simple declaration by the parent could be easily tested by the managers.

The reimbursement of the sum so lost by the manager below a certain moderate fee would not be a heavy addition to the annual grant.

One very common cause of absence in winter is the want of decent boots, especially in girls' schools.

Annual grant:

In the severe weather of last winter managers of schools suffered considerable pecuniary loss in diminution of school fees, and of Government capitation grant.

Loss in infant schools.

The required number of 200 attendances is too high for infant schools in seasons like the last, when a hard winter is followed by an inclement spring.

Actual amount of.

The amount of Government aid is so often exaggerated, and the argument drawn that the results are not proportionate to the expense, that it may be well to state here that the whole annual grant for aided Church of England schools in South London and the greater part of Surrey did not exceed 11,000*l.* The partnership of the State with the managers of schools seems to reduce the burden of the indifferent part of the community to a few pence per head.

Building accommodation:

I have stated that in this district there is accommodation for 37,000 children, while the numbers present on the day of inspection, the field day of the year, were only 27,000.

When insufficient.

At first sight the accommodation appears ample. It is so with some few exceptions. These exceptions may be distinguished into two classes: First, the very poor parishes, which have never had large enough buildings. Of this class Bermondsey (St. James') district may be taken as an example, where with a population of 20,000 there has never yet been any provision for an infant school, except a small class room, badly ventilated.

2nd. Those parishes where the rapid multiplication of dwellings has caused a large influx of population. Camberwell, Peckham, and Battersea Fields are now suffering from the inability of the voluntary agency to overtake the sudden want.

Bishop of London's Fund.

That large part of South London which lies in the Bishop of Winchester's diocese has a special grievance in being excluded from the Bishop of London's Fund, which, from its name and from having been set on foot earlier than the

Bishop of Winchester's Fund, has absorbed sums that would no doubt have been applied to the whole of London.

Overgrown district, specimens of.

As a specimen of a district that has rapidly outgrown the best efforts of the voluntary system, I will take the area of that part of Camberwell, forming an almost equilateral triangle, whose points are the three schools of St. Giles, St. George, and Camden Chapel. Each of these boy's schools is capable of holding 150 and upwards. St. George's school is protected by the Surrey Canal. Both the other schools have been compelled to reject in one year more than the whole number in attendance. It would have required five school-rooms to have done the work which these two are supposed to do. The rejected children do not come for the most part from the indifferent class, but from the class that is fairly willing and able to pay the school wage.

Evil of delaying buildings.

It seldom happens in very poor districts that the supply of school accommodation does not lag behind the want of the population. If an interval of four years only should be allowed to pass, it is certain that some children can receive no education at all, and that all children of careless parents who during some part of that interval fall between seven and 11 years of age, receive more or less imperfectly even the imperfect education that could be obtained by staying at school the average time. Nothing but an actual house-to-house census will detect the names of those who wilfully absent themselves.

No difficulty in detecting deficiency of buildings.

On the other hand the want of sufficient accommodation forces itself upon an inspector, when he hears from every school in the same neighbourhood that so many have been refused admittance weekly. An inspector could readily ascertain with accuracy the want of accommodation for a particular class of schools, by simply collecting from neighbouring schools lists of names and residences of those rejected for want of space.

I do not pretend to say how such a gap should be filled up, but there seems very little doubt, that the recognized religious boards of education would be glad to have such accurate information, that they might spend their funds to the best advantage. At present their action is suspended equally with that of the State till some voluntary agent on the spot calls for their assistance.

Allowance made for poor rural parishes.

In towns the heaviest school burden is the building difficulty, the lightest the maintenance of a certificated teacher. In country places these conditions are reversed, and there provision has been made by minutes allowing a master of lower grade. In towns would it not be possible to relieve their heavier burden by minutes allowing for a time at least buildings of a lower grade, especially dispensing with play-grounds? Some step of this nature would tend immediately to relieve the overcrowded schools under my inspection, *i.e.*,

No allowance made for poor town districts.

Overcrowding in summer.

so overcrowded at certain seasons as to be unwholesome, though the annual average may be reduced below the permitted maximum by circumstances of weather or local employment. Infant departments are at their maximum in the heat of summer, on fine days whole classes are drafted into the playground, but in hot steaming weather the evil of overcrowding is very great.

Distribution of expenditure.

The actual expenditure was at the rate of 1*l.* 11*s.* 7*d.* per scholar in average attendance, distributed as follows:—

	£	s.	d.
Salaries - - - -	1	2	2
Apparatus and books - - -	0	1	7
Miscellaneous expenses - -	0	7	10
	£1	11	7

Economy where possible.

The last item includes repairs, cleaning, fuel, and lights. It is the only item in which saving can be effected. Waste is undoubtedly often caused by a want of some slight repair in the first instance.

Want book.

In some schools a "want book" has been established, in which everything needing repair is regularly entered by the teacher, and reported to the managers at a monthly meeting; their signature of the book is sufficient authority to the teacher to see that the want is properly supplied.

Accounts.

Owing to the more careful keeping of accounts waste has been more readily detected. To this alone I attribute the improvement in the apparatus provided.

Apparatus.

The average expenditure per school two years ago was then only 5*l.*, it is now 7*l.* 7*s.* The lowest priced books do not command the market, they are found not to be the cheapest, strong paper and binding are the chief things to be considered. Small slates are found to be a false economy, no slate should be allowed in a school that does not admit of the whole of the exercises of one lesson being worked on the same side.

Certificated teachers.

I am glad to be able to record once more my faith in the honour and ability of certificated teachers as a body, and of the readiness and cordiality with which they and the managers have received suggestions for the improvement of their schools. In only three instances have I had serious cause for recommending reductions of the full grant. In one instance the misconduct was so gross that your Lordships withdrew the certificate of the teacher.

Female teachers in village schools. Extra cost of male teacher.

In two small village schools in this district female certificated teachers have been introduced. It may be said that up to the age of nine or ten boys are better taught by a woman. When there is a town or large village near for the few boys of a small village who are above that age to go to school, it

does not appear worth while to pay the extra 30*l.* or 45*l.* required to pay a male teacher.

When the master takes in addition the office of organist or choirmaster this extra pay is cheerfully provided. But the selection of a teacher from the training schools is often unduly guided by some moderate knowledge of music which an inferior teacher possesses. The employment of women is to be recommended also on the ground that a male teacher during the chief season of outdoor labour for some part of the year will find himself in charge of a few older girls and a large class of infants; such a position necessarily acts upon the spirits and self-respect of a man trained to a higher sphere of duty.

Inferior teaching unfairly balanced by a slight knowledge of music.

In season of rural employment very little work for a male teacher.

There is reason to hope that the next year will see some improvement both in the number and character of male pupil-teachers.*

Pupil-teachers.

The girls apprenticed of late years have been of a higher social class, and better fitted physically for the work than the boys.

There are several reasons for hoping for improvement.

Reason for expecting increase of male pupil-teachers.

1st. The pay of assistant teachers has risen considerably in the last two years. Though there are some good exceptions, managers begin to find that this lower class of pupil-teachers in their sixth year as they may be called is not equal in value to an equally paid staff of pupil-teachers.

Staff of pupil-teachers fully as cheap as assistants.

An assistant master's pay in London has risen to 50*l.* in most cases, no very great salary, and seems likely to rise higher. This 50*l.* distributed in three payments of 25*l.* or 30*l.*, 15*l.*, and 5*l.* would maintain three pupil-teachers in their fourth, second, and probational years. Managers, who are necessarily obliged to look at the selection of apprentices through the eyes of the teachers, have been afraid to step beyond the 20*l.* prescribed by the Old Code for the last year of apprenticeship. There is a great difference between 10*s.* and 15*s.* a week to a lad of 16. Any extra pay required for the incomplete fifth year would be repaid by the additional grant paid under a recent minute to all schools that are successful in passing a male pupil-teacher into training schools.

2nd. As the lower middle class becomes better educated, pupil-teachers in their third and fourth years will not be able to command the market for the lower class of clerkships as at present.

3rd. Teachers themselves are beginning to feel that the pay and position of their class have not undergone the great

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* Since the close of the official year, at an examination held in November, 26 candidates, 13 boys, 13 girls, presented themselves. Seven of the boys came from schools where no fresh pupil-teacher had been apprenticed since the introduction of the Revised Code.

fall they anticipated from recent changes, and that they can with honour hold out to young persons brighter prospects.

Pay of boys. But unless care is shown in proportioning the pay of boys to the circumstances of their class and age they are not likely to complete their apprenticeship; such deduction should be made from the ordinary rate of wages as is likely to be counterbalanced in each year of the apprenticeship by the parents' appreciation of the present education and the future prospects.

When the scale of payment under the Old Code has been followed, the sons of labouring parents throw up the apprenticeship so soon as the pay falls materially below the rate of wages for their age. It is found in practice that an average payment of 20*l.* for the last three years will retain male pupil-teachers, the first two years of the apprenticeship being remunerated in a lower scale than that of the Old Code.

Form of agreement. I mention one point in the form of agreement which is found to operate disadvantageously, that where a candidate of thirteen is eligible for apprenticeship, no candidate who has not completed his fifteenth year is eligible for a shorter term.

Reading of pupil-teachers. In very few cases can it be said that the reading and recitation are good. The recitations are carefully learnt but generally monotonous and the pieces carelessly selected. Provision should be made in the time table for weekly criticism. In one case it appeared that no attention had been paid to the reading till a week before the inspector's visit.

Euclid of male pupil-teachers insufficient. Euclid as at present taught does not seem to be of much value in the syllabus. So little is required that it becomes a matter of memory, and being altogether unconnected with any other branch of their studies, except when drawing is taught, is not sufficient in itself to arouse their interest or to produce an intelligent knowledge of geometry.

Domestic economy of female pupil-teachers. There is no provision for this subject in the syllabus for female pupil-teachers. Candidates for admission to normal schools are required to answer questions in it. I have never introduced such questions into my collective examination for the reason above mentioned, as being "extra vires;" but if questions continue to be introduced in normal schools some preparatory course of instruction should be defined.

Notes of lessons. There has been considerable improvement in preparation of notes of lessons in the latter years of apprenticeship; but criticised lessons are the exception, not the rule. Greater attention should be paid to criticism of class methods, this part of a teacher's duty is often left to the normal school, which devotes perhaps 200 hours in two years to this work. Time tables should show precisely what lessons are given by each

teacher, especially those given for purposes of learning the art of teaching.

With the exception of the points noticed, the instruction of pupil-teachers has been generally satisfactory.

Night schools.

The late Minute, permitting managers to examine their own evening scholars, has removed one hindrance to their success; but their very variable character proves that in their present form they do very little towards supplying the first rudiments of instruction, and still less towards carrying forward the education of the day school.

Slight improvement.

There is very little hope of any large number of schools profiting by the annual grant as long as the certificated teacher is required to give instruction throughout the whole of the day school time. If the evening registers were kept and the general organization of the school arranged by him the simple class lessons that are usually given might be conducted by adult volunteers.

Certificated teachers to keep night school registers and organize only, or,

In village schools to make a long morning with older children and be released from afternoon.

In a village school where the number of older boys is comparatively small, especially in the season of local employment, the teacher might spend a long morning of four hours, *i.e.*, three and a half hours of teaching with half an hour's relaxation, and be fresh enough for the night school if released from afternoon work.

Provision for afternoon school of younger children.

The younger boys, below 10 years of age, could have a shorter morning at school and in the afternoon be under the charge of some fairly competent female teacher. Afternoon schools for younger children should never be extended beyond two hours, and should require the least possible effort of continuance of thought.

I have ceased to recommend teachers employed twice in the day time to take night work also, except in a few cases where the staff is very large and the afternoon work can be lightened.

Subjects of teaching.

Time-tables are beginning to show greater variety of subjects taught than was the case two years ago. Managers and teachers have shown great cordiality in agreeing to teach anything that was likely to develop intelligence. I can say this even of the poorest schools, where irregularity of attendance has been pleaded as a reason fairly enough for not giving more than the most barely useful instruction.

Religious knowledge, extent of.

I have found in nearly every school a good or very fair knowledge of the facts of the first books of the Old Testament and of our Lord's history. The catechism is generally well learnt. In most cases moral lessons can be deduced from the facts.

Deficiencies.

In very few schools do I find the higher lessons of holiness or the spiritual teaching of our Lord's life, even in the highest class.

Distinctive Church teaching.

Some little knowledge of the Prayer Book and of early

Not made sufficiently clear.

Church history as gathered from the beginning of the Acts of the Apostles is more common. Whether a conscience clause should ever be recognized or no as a condition of annual grants, it is desirable that the points of distinctive belief on which the voluntary system is based should be made as clear as possible, and should be as far as possible enforced in distinct lessons.

Moral lessons.

Moral lessons as an occasional alternative would be found especially useful in two ways. First, they would establish that clearness of distinction between the lower teaching and the higher lessons that form the chief grounds of religious differences. Secondly, when other oral lessons are comparatively few they serve as a neutral ground to preserve the reverence with which Scripture lessons should be treated.

Indirect effect of other oral teaching in Scripture.

As connected with the above remarks, I may mention one indirect benefit of other oral lessons, that the religious teaching is far clearer and marked off from other lessons by its proper tone when a good system of oral teaching allows the difference to be felt.

Geography.

Too limited.

Since the adoption of the Minute offering an additional grant for special subjects considerable impetus has been given to geography lessons. Generally it is considered sufficient to teach the geography of England, occasionally with the addition of Europe. A knowledge of the world generally

Wrongly taught.

and of the British colonies is very rare. Physical geography has had too large a share of attention paid to it, at least that part of it which relates to mountain and river systems,

Wholesale extracts from text books or normal school lectures.

and to an accurate knowledge of coast lines. There is no subject in which text-books are more copious, and therefore omissions of details should be more carefully practised. The lecturers on geography in normal schools seem to be responsible for not guiding the students to the adoption of tests for the omission of matter either in their own lectures or in text-books when preparing lessons for young children. The normal school lectures or passages from text-books are often repeated almost verbatim in elementary schools.

Object lessons.

I find it very hard to induce teachers to introduce into their time-tables a sufficient variety of oral lessons on common things. They do not sufficiently consider how much the quickness of a man's intelligence depends upon an early habit of classification, *i.e.*, upon the rapid detection of likeness or unlikeness in any two objects either actually or mentally present. The interval of neglect of these lessons will have had its use if on their revival the old pedantic nomenclature of qualities, "malleable," "fusible," should prove to have been banished from the teaching of children six years old. In every school the last half-hour of afternoon school should be devoted to some simple illustrative talk about some common object.

There has been considerable improvement in the systematic teaching of needlework in those schools where materials have been provided by the managers. Without some provision of this kind teachers cannot certify that no time has been wasted in the progressive teaching of the various sorts of work, and the fixing or placing of the work especially is neglected. With very few exceptions I find that there is no difficulty in selling the articles made at cost price. In one of the best schools for needlework in this district 9*l.* 11*s.* 9¾*d.* was spent upon materials, 9*l.* 11*s.* 10½*d.* realized by the half-yearly sale of articles. This system also has the advantage of familiarizing the children with the class of garments they require in after life. Needlework.

Since the close of the official year Mr. Bryant, the assistant in this district, has resigned.

I have received the same high opinion of his activity, intelligence, and patience from all managers of schools.

I have the honour to be, &c.

T. W. SHARPE.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

AN EDUCATIONAL ACCOUNT of the CHILDREN in the PARISH of

January 18th, 1868.

The number of children who are in the school at this time are—

——	Boys.	Girls.	Total.
Under 7 years of age	16	20	36
Between 7 and 12 years of age	44	32	76
Over 12 years of age	6	7	13
	56	59	125

We have also a dame's school in the parish at , a hamlet 1½ miles distant; the numbers there under tuition are—

——	Boys.	Girls.	Total.
Under 7 years of age	9	16	25
Between 7 and 12 years of age	3	12	15
	12	28	40

The number of children under 12 *years of age absent* from school in the whole parish and who are not coming to school again are, boys, 12; girls, 3; total, 15.

Causes of Absence.

In the case of eight boys and one girl, they are at work, the boys in the fields for the farmers, and the girl at home. The others are away from the indifference of their parents.

Nearly all the latter live on the Downs, in huts which were built for the accommodation of the navvies who made the line, and are generally very poor, They usually stay but a short time, and then move away into some other district. None of them have been there many months.

There are other children who are always away part of the year, either helping their parents or at work for the farmers in busy seasons. The parish too is so scattered that many have long distances to walk, and in bad weather they do not come.

Attainments of those who leave School well educated.

If a boy leaves school well educated he has a good knowledge of Scripture, reading, arithmetic, book-keeping, mensuration, history, geography, and grammar. One who left school 2½ years ago passed the examination requisite to enter the Railway Clearing House at Euston Square, and is now a clerk in that establishment. Others are apprentices, gentlemen's servants, or helping their fathers in their business.

Attainments of those who leave School moderately educated.

Those children who leave school moderately educated are able to read pretty well, to write a letter, to work the compound rules in arithmetic, with weights and measures; and a fair knowledge of geography and English history. The children, however, who go to work at 10 or 11 years of age forget a great deal they were taught, unless they have some one who can help them at home, as they have not reached such a stage as to make a further acquisition of knowledge easy to them. If they afterwards attend the night school I often find it necessary to place them in a much lower standard.

Attainments of those who leave School imperfectly educated.

These children are those who cannot read an easy narrative without spelling the most difficult words in it. Their writing and arithmetic in about the same proportion. Those who leave the day school at this age I generally find have to be put back to simple addition, monosyllables, and writing from copy.

Night School.

We have a night school largely attended, this winter by about 60, or three-fourths of the lads in the parish between the ages of 12 and 21. The average attendance is 40.

GENERAL REPORT, *for the Year ending* 31 *August* 1867, *by Her Majesty's Inspector, the* Rev. R. TEMPLE, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* CHESHIRE.

MY LORDS, September 1st, 1867.

I HAVE the honour to report to your Lordships that during the year ending 31st August 1867 I have inspected, without any assistance, the whole of the schools in my district which are in receipt of annual grants. *All my annual grant schools inspected.*

In past years I have been able to visit the schools under simple inspection, that is to say, the schools which for various reasons are subject to inspection, but which are not in receipt of annual grants. During the year upon which I am now reporting I have not, I regret to say, been able to perform this duty, as three weeks of my time have been occupied in assisting to work off the arrears in North Wales caused by the death of Mr. Thomas, and as in consequence of the increase in the number of children in the higher standards as the Revised Code produces its complete results, much more time than heretofore is employed in the revision of papers. *Simple inspection schools not visited, and why.*

Indeed, I fear that partly from this cause and partly from the addition of new schools to my list, which is taking place steadily amid the growing populations of Stockport, Hyde, Crewe, and Birkenhead, I shall before long be compelled to apply for an assistant or for the diminution of my district. I am reluctant to do this, because I have always considered economy of official expenditure to be an important duty of every public servant, but it is of primary importance to the efficiency of inspection that the inspector should have time to do his work thoroughly, whether in the actual examination of the schools or in the revision of papers. Nothing renders an inspection so unsatisfactory, or leaves so strong a sense of injustice behind, as hurry on the inspector's part, and the impatience or appearance of impatience which hurry creates. *Assistance will probably be soon needed in my district; why.*

The state of the schools in my district which are in receipt of annual grants, and which I have therefore inspected, has been on the whole decidedly satisfactory, in spite of the distress caused by the cattle plague and the long-continued depression of trade. *Schools satisfactory.*

The examination under the Revised Code has now, I think, produced its full results by rendering the work throughout the schools accurate, thorough, and well-graduated. *Examination causes accuracy and thoroughness.*

The unwise, though not unnatural, fears of the managers and teachers induced them in many instances to present a preposterously large number of children in the lowest standard at the first inspection under the Revised Code, and this *Folly of putting too many children into one standard.*

unwieldy mass continued to clog the operation of the school as it was pushed, a hopelessly dead weight, from standard to standard; but this obstruction is now pretty well shattered, exploded, and worked off, and the benefit of the system is fairly appreciated at last when the children are evenly distributed among the standards. The moral, however, remains that in starting a new school no manager or teacher should overload any standard at the first inspection.

Leniency of Committee of Council in dealing with exceptional cases.

I feel bound to say that, as far as my experience has gone, I think the Committee of Council has shown great and wise leniency in dealing both with cases of this kind, and with those in which the rules have been violated, that require a certain number of scholars to be presented in the higher standards. It occasionally happens that when a new school is opened in an ignorant and neglected district, or when there has been a change of teachers, or sickness among the children, it is scarcely possible to observe these rules, and I have always found the Committee of Council willing, and even anxious, to make every allowance for such untoward circumstances.

Absence from sickness; Can it be less rigidly dealt with?

The only point upon which I should be glad to see more allowance made is in the case of absence through sickness at the time of inspection; but I am well aware of the difficulties which surround this subject and of the liability to abuse which attends it, and therefore I can do no more than respectfully urge it upon your Lordships' consideration, without being able to point out any method by which the present rule can safely be relaxed.

Elementary instruction —Reading— Repetition of poetry improves it.

The elementary instruction, that is to say, reading, writing, and arithmetic, continues to improve under the efficient test of the examination. Reading is very decidedly better throughout the district than it was four years ago, and I am disposed to attribute this amendment in great measure to the practice of teaching the children to repeat poetry, which has now become almost universal in my schools. I have very seldom time to hear the repetition of any class but the first, but I should always recommend teachers to make every class learn poetry adapted to its capacity, from the "Busy Bee" of the infants upwards.

Arithmetic.

The arithmetic is generally taught with greater accuracy than I should have thought possible before the days of "paying by results," but there is still a want of variety of method and too much slavery to black-boards and cards.

Handwriting.

The writing continues to differ in quality in different schools more than any subject. In some cases the excellence displayed is almost perfect, but on the whole there is a want of neatness and finish about the paper work.

Higher subjects, Minute of 20 Feb. 1867.

The Minute of the 20th of February 1867 so entirely coincides in its aims and methods with the views which I

ventured to express two years ago, with regard to the necessity of instruction in the higher subjects of history, grammar, geography, &c., for the purpose of calling out the intelligence of the scholars, that it would be presumptuous in me to say as much in its praise as I think it deserves. I cannot, however, help feeling a little triumph at the fact that the teachers of my district, who have, I know, been inclined to think me rather unreasonable in my demands for the higher subjects, are now reaping the benefits of my mode of examination, as their scholars were in most cases prepared to satisfy the tests of the new Minute at once, and so the schools in my district have generally obtained the additional grant in the first instance.

Instruction not to be restricted to one subject.

The teachers should bear in mind that in choosing one additional subject as the special test for the grant under this minute, they do not free themselves from the duty of teaching other subjects as heretofore, for I shall not consider a school as in a high degree of efficiency unless the first class, at least, has a fair elementary knowledge of grammar, geography, and the outlines of English history.

Tendency to minimize instruction.

In a system of grants administered under such conditions as those under which we are working there is a constant danger that the unconscious tendency to routine on the part of teachers, the unconscious tendency to think only of what will pay on the part of managers, and the unconscious tendency to indolence on the part of inspectors, will co-operate to drag down the instruction in schools to the minimum consistent with undimished grants. Against these tendencies in themselves and others every one connected with the education of the poor should strive with might and main, and it is on this account that I hail the Minute of the 20th of February 1867 with the greatest satisfaction.

Object of educational machinery.

It may perhaps sound like a platitude, but still I will venture to say that everybody connected with the public service exists for it, and not it for them, and that the final cause of managers, teachers, and inspectors is to make the children of the English poor intelligent and good men and women.

Fear of over-education at an end.

This Minute, and other symptoms which lie beyond the sphere of this report, render me hopeful that we have finally laid that venerable ghost, the fear of over-educating the people of England.

Religious teaching, when best.

With regard to the religious instruction, so far as an intellectual knowledge of the events, words, and meaning of the Holy Scriptures and Church Catechism is concerned, it is the most satisfactory subject that I examine in, but I observe in my notes that the schools are not many in which I say that the characters of the children are likely to receive permanent benefit from the religious teaching.

Wherever I have said this, without, I believe, a single exception, the Scriptures and Catechism lessons have been given, or at least directed by a clergyman.

Effect of training as regards religion.

I attribute no blame whatever to the teachers on this account, but the truth is that the necessarily *hard* way in which a subject comes to be regarded by those who have been lectured and examined in it for years makes such a training by no means the best preparation for teaching young children to be God-fearing and good.

Popular opinions about religious teaching.

The poorer classes of those parts of England with which I am acquainted do not connect religion with the ordinary day school teacher and teaching, for that they look to church, chapel, and Sunday school, and I doubt whether in Cheshire it ever enters into the head of any child to think, that because it has been at a Church day school it ought to grow up a churchman.

Causes of good discipline.

In respect of discipline there exists the widest possible difference, and I find that this depends very much upon natural force of character and power of command, although *cæteris paribus*, trained teachers are generally better disciplinarians than untrained.

Best teachers, who they are.

Mere cleverness in learning has nothing to do with the power of maintaining order, or even of teaching, and I strongly recommend managers to select pupil-teachers from the children who have this power in a marked degree, rather than from those who are not remarkable for it, even though they be the sharpest scholars. The natural power of managing children which some girls of twelve years old display is a frequent source of pleasure and amusement to me, and it is from such persons as these, even if they are not quick learners, that teachers should be chosen.

Slavery of young teachers to routine.

There are two defects, however, which I think it rests with the normal schools to remedy.

One is the helplessness of young teachers, especially masters, when they are put into circumstances in the least degree new, or are required to work without complete and elaborate apparatus. If I wanted to find the strongest possible contrast to the French cook, who rose so superior to circumstances that he made 24 dishes out of an old pair of boots, I should seek it among masters during the first two and three years after they leave the normal school.

Good manners.

Again, I do not think that most teachers, especially masters, are sufficiently alive to the importance of cultivating gentle, polite, and respectful manners among their pupils, and here too I believe the fault lies in the normal schools, or at least that it may be cured there.

Inaccuracy in filling up forms.

I have yet a third complaint to make, and that is with regard to the ignorance of the forms relating to inspection which I find in young teachers. I scarcely ever go into a

school where there is a young teacher that I do not find the schedules wrongly filled up, and half-a-dozen "supplementary rules" violated. The remedy for this very great inconvenience rests also with the authorities of the normal schools, who ought to drill their students most accurately as to all the forms connected with inspection.

Superiority of trained teachers. Need of more practical training.

My experience continues to confirm me in the opinion that trained and certificated teachers are far superior to those who have had no training, but at the same time I think the results of training would be still more satisfactory if greater attention were paid at the normal schools to the practical details of school management.

Night schools.

The night schools in my district have increased considerably in number during the past year, and the papers of the scholars which come to me for revision are fairly worked. Almost all the night schools are now examined by the managers, and as I have no assistant I have found it, to my great regret, impossible to carry out the instructions which direct me occasionally to appear without notice at these examinations. As the night schools are generally closed at the end of March almost all the examinations are held by the managers then, and I have not been able to break through my course of inspection in order to take the night schools myself. Where the date of day school inspection is March I examine the night schools myself, but in these cases, of course, my visit is expected.

Effect of "bad times" on manufacturing schools.

The manufacturing districts of Cheshire produce many examples of the half-time system. So much has been said upon this subject in previous years that I shall now only mention the effect of "good and bad times" upon schools in these districts. In bad times the schools fall off in numbers, but some of the old scholars who have gone to work "full time" return to school while the want of work lasts, and these are generally the best and most intelligent children that I have to examine, for although a good deal of the mere "cram" of school work has been forgotten, yet the work of life has made them thoughtful and anxious to learn.

Effect of "good times."

In "good times" there is always a great influx of ignorant and ill-mannered children of 10 or 11 years of age, whose parents never dreamed of sending them to school till they came to work as half-timers, and so were compelled to attend.

Education as yet partial.

I am always painfully reminded on such occasions of the large mass of children that education does not reach, and of the fallacy of supposing that every artisan is eager to get "good schooling" for his family.

External influence necessary to produce good schools.

The best schools that I have ever seen as an inspector are agricultural schools, where the "squire" or "squire's" wife takes a strong interest in education, and where influence and

authority are brought to bear upon the working classes for their own benefit.

Conduct of school managers during the cattle plague.

I cannot close this report without expressing my strong sense of the public spirit and generosity which the land-owners of Cheshire showed with regard to the support of the national schools with which they were connected during the ruinous losses caused by the cattle plague.

I expected to find half the schools in the agricultural parts of the county closed, but on the contrary every school has been kept open, and I doubt whether a single subscription has been withdrawn.

Domestic establishments have been reduced and houses shut up, but the school has throughout been supported, and its staff has remained unimpaired.

I have the honour to be, &c.

R. TEMPLE.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

COURSE of SCRIPTURE INSTRUCTION for PUPIL-TEACHERS.

First Year.

Genesis, Exodus, St. Luke's Gospel.

Second Year.

The Pentateuch, Gospels of St. Matthew, St. Mark, and St. Luke.

Third Year.

Joshua, Judges, First and Second Samuel, the Acts of the Apostles.

Fourth Year.

The remaining historical books of the Old Testament, St. John's Gospel.

Fifth Year.

A general knowledge of the Psalms and Prophets, with special reference to our Lord; a general knowledge of the Epistles, and of the circumstances under which they were written.

GENERAL REPORT, *for the year* 1867, *by Her Majesty's Inspector, the* Rev. W. WARBURTON, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* HAMPSHIRE *and the* ISLE OF WIGHT.

MY LORDS, Winchester, January 1868.

Present limits of district.

SINCE I last had the honour of reporting to your Lordships (in 1866) my district, which had then been contracted to Hampshire and the Isle of Wight, has undergone a further contraction, and now consists only of the Isle of Wight and twelve census districts on the mainland.

Provision for elementary education therein.

There are in the whole district some 218 parishes, but in more than 100 of these, with a united population of some 65,000 people, there either are no elementary schools at all, or these schools are without any public guarantee of efficiency. Of these parishes a certain proportion are provided with schools which decline Government assistance only because they are not in need of it, either from the bounty of local supporters or from endowment; and in a larger number the population may be considered too small or too scattered to present an urgent case for the establishment of a school; there remain, however, nearly 40 parishes with a population exceeding 500, and in one-half at least of these I have reason to believe the provision for the elementary instruction of the children of the labouring class has always been, and continues to be at present, altogether inadequate, and no steps are being taken to put these places on a level in this respect with the rest of the country.

The schools mostly agricultural.

With the exception of two great aggregations of population, at Southampton and at Portsmouth (with Portsea and Gosport), my schools are filled with the children of parents supporting themselves by agricultural labour. I have never had the opportunity of comparing the results obtained in such schools with the standard of discipline and attainment in schools situated in manufacturing districts, and cannot judge how far the former, if at all, fall short of the latter, but looking at the country schools as places for the moral and intellectual training of country children, I am inclined to think that the type of school which we are striving to realize, and which has been more or less realized in a number of instances, is as nearly perfect as can be expected under the conditions of the case. It is certainly not too much to say that every year a larger number of our schools approximate to this type, though many seem to make little or no progress, and some few even to deteriorate year by year. The least encouraging feature, however, in a two years' review of the educational progress of the district is the fact that so few

signs are to be seen of an approach to a regular and equable distribution of the means of instruction over the country, such as would follow spontaneously upon a just appreciation of the paramount importance of the object on the part of the richer or poorer inhabitants in the apathetic districts. The impulse, indeed, seldom comes from below, but were it to do so, it would be irresistible. As far as my experience goes, wherever sufficient zeal and enterprize have existed on the part of promoters of schools to overcome the preliminary difficulties in the way of obtaining assistance and inspection from your Lordships, these have rarely failed to stimulate, encourage, and even to give a character of permanency to the undertaking. All that can be said is that they have failed hitherto to galvanize and awaken to life an interest and a sense of responsibility in the matter of education in places where those feelings are either dead or in a state of suspended animation.

Effects of the Revised Code.

It appears to me that the panic which followed the introduction of the Revised Code has now subsided, at any rate in the minds of the managers of schools, though to its unfavourable effect on the minds of teachers must, I suppose, be attributed in a great measure the difficulty of finding boys of the pupil-teacher age ready to embark on the career of a schoolmaster, notwithstanding the crowded state of the labour market, and the very fair prospects open to a man entering on this profession. Managers of schools have already found that their receipts from Government are, if they secure the maximum, as large as they ought to expect, and that this maximum is not conditioned with any unreasonable requirements. Cases of individual and local pressure no doubt exist, but they certainly are not more numerous or more urgent than they were when such bountiful subsidies came forth from the cornucopia of the original Code. The minds of the clergy and other school-managers are now more occupied with anxieties respecting a conscience clause, and speculations as to the probability of its being introduced into the annual grant administration. There are in my district two schools only, I believe, of which the door is closed against unbaptized children; there are perhaps half-a-dozen in which, when dissenting parents bring their children for admission, they are given to understand that it must be at the risk of their becoming members of the Church of England, and that every influence will be used to cause them to become such. But in the vast majority of the schools with which I am now connected, the principle of a conscience clause is practically accepted and acted on, though it would seem that the number of instances in which a parent claims exemption for his child from the religious instruction is infinitesimally small.

Conscience clause.

In some of my schools the religious instruction is excellent. The attainments of the children are really remarkable as showing what an amount of well-digested scriptural and doctrinal knowledge can be gained by young persons before the age of 11 or 12 years. Not only are they familiar with the historical framework of the Bible, and able to repeat large portions of the Old and New Testaments, but they are capable of giving a thoughtful explanation of many of the less easy passages in what they read or repeat, and of bringing out the spiritual meaning of a parable, and showing its practical lessons as bearing upon conduct and character, or stating in what respects the histories of peoples or individuals in scripture are to be regarded as examples or warnings to ourselves. Such children will have learned to repeat the Church Catechism from beginning to end without any notable error, and will have gained thereby a habit of accuracy which is highly important, over and above the knowledge required, and they will be prepared to show that the doctrines of their church are based upon scripture, and explain on what grounds of reasonable preference they are, and intend to remain, members of the church instead of attaching themselves to any other religious community. Religious instruction.

I have hitherto been speaking of a class of schools which unfortunately, forms a very small proportion of the whole aggregate. There are, at the opposite end of the scale, about an equal number in which I have been compelled by the unsatisfactory result of the examination in religious knowledge to recommend a reduction of the grant, but in no case has the neglect in this particular appeared to be so gross as to require a forfeiture of the whole. In the rare instances in which this deduction from the sum earned by the proficiency of the children in secular subjects has been recommended on the score of insufficient religious instruction, I am glad to say that there has been no collision of opinion between myself and the clergyman. When present at and taking part in the examination, as is almost always the case, he has come to the same conclusion as myself with respect to its unsatisfactory character, and acquiesced in the necessity of taking immediate steps for its improvement. Such cases seem to arise partly from a want of familiarity on the part of the managers with the details of the instruction in their schools, and in ignorance of the standard of quality required, and partly from a notion that there is in this matter a divided responsibility, the clergyman not wishing to interfere with the teachers, and they sometimes entertaining an idea that they are less directly responsible for this than for the other subjects of instruction. My own notion of the matter is that as the pastoral charge of the clergyman extends to the

whole of his flock, and is even specially directed to feeding the lambs, though he may either delegate to a teacher in whom he has confidence the task of instructing his children in religion, or may undertake it himself, he cannot escape the responsibility of seeing *that it is done*, and well done, and more especially so under the present system of administration of Government grants, which may be thought by short-sighted and unconscientious teachers to give reasons for throwing a greater amount of time and energy into more directly remunerative labour.

Minute of 20 Feb. 1867.

The Minute of the 20th of February 1867 has been very welcome in this district, and is taken up with such eagerness that I question whether there is a single school in which the attempt is not being made this year to fulfil the conditions of the augmented grant. Grammar and geography are the subjects almost always selected, and as the instruction in the extra subject has to be given, in all but the smallest schools, not only to the first, but to one or more of the junior classes which are under the care of pupil-teachers, I hope that there will be an improvement in the examinations passed by the latter in those subjects, which since the introduction of the Revised Code have been much less satisfactory than before, a falling off mainly, I believe, attributable to the pupil-teachers not having had to give instruction in those subjects to their classes.

Composition.

Original composition is a branch of instruction which has, in my district, suffered perhaps more than any other by the exclusive attention directed to other subjects under the standards. By the Minute of the 20th of February 1867, the composition of a short essay or letter on a subject selected by the inspector may be substituted, at discretion, for the extra subject required under Standard VII., and I should very gladly find that exercise more generally chosen. It is evident that to do it well would require as much practice and preparation during the year as getting up a new subject, and would perhaps be a more generally valuable accomplishment, and might be made the means of fixing general information in the children's minds.

Reading.

Reading continues to be carefully and correctly taught. The elements of reading are certainly imparted with more method, rapidity, and success than formerly, but it never seems to get beyond a certain point of excellence, as the children rise into the higher standards they are able to read longer and harder words, and that is all. I do not remark a progressive improvement in intelligent and expressive reading in proportion as children are longer under instruction. The inspector can hardly refuse to pass boys and girls who glibly read off and correctly articulate words of four and five

syllables, however evident it may be that they have no conception of what the author meant to convey, and though they read the whole in one note, or only dropping the voice at certain mechanical intervals, as if trying to read on the principle of a Gregorian chant, with a total absence of feeling, emphasis, and undertone. Candidates for apprenticeship as pupil-teachers are required by your Lordships' regulations to read "with expression," is it too much to expect of children of nearly the same age in the classes that they should do the same? I am convinced that two expedients, commonly neglected, would conduce more to this end than long and continuous reading lessons of the approved type; first, the adoption of the plan of making the children commit to memory short passages of prose as well as poetry, and repeat them again and again with proper emphasis and expression, as an exercise in elocution; and secondly, the introduction into the reading lessons of a much larger element of dialogue, in reading which the children should be made to personate the speakers engaged in the conversation, a group of three or four, as the case may be, first taking up the reading and conducting it in quasi-dramatic form, and then another group, between whom the parts of the dialogue should be distributed in the same way. Where this plan has been tried by way of experiment for the first time in a school, the bystanders have been taken by surprise at observing its effect on the children, in awakening them out of the state of half-consciousness in which the reading lesson is too frequently got through, and exhibiting to them in such a vivid manner as often to provoke a general laugh, the absurdity of reading an animated question and the reply to it, in the same tone and in the same key.

Writing and spelling. Writing and spelling are making satisfactory progress; they are both protected by the importance attached to dictation in the examination by standards, and this exercise is certainly the best done in most schools, though, owing to the difficulty above mentioned of deciding negatively in the case of reading, there is generally a larger per-centage of passes in the latter subject. This exercise also appears to improve regularly and progressively, the writing and the spelling advancing *pari passu*.

Arithmetic. The instruction in arithmetic, of which almost all Her Majesty's inspectors have complained, continues to produce very uncertain and irregular results. A sufficiently large number of schools pass well in this subject to show that children can be taught to do the sums required with certainty, but in the great majority of my schools, and more especially in those under mistresses, the work does not appear to be worth very much. It is quite an exception when a scholar

in the 6th Standard, a girl more especially, gets the right answer to two out of the three sums required to be set in practice and bills. In the latter kind of sums there is generally a considerable number of details, though of the simplest character, requiring absolute accuracy in the first four rules and reduction, but nothing beyond this. In the former rather more thought and contrivance is required, and an apparently trifling error in method will produce a result ten or a hundred times too great or too small; but the children hardly ever seem to apply, before bringing up their answers, the test of common sense, which would probably convince them in a moment of the impossibility of the result obtained being the correct one.

Discipline and classification.

I stated in my last report how much I was impressed with the excellent effects of the system of examination under the Revised Code on the classification and discipline of the schools. The behaviour of the children while the paper and slate examination is going on affords a crucial test of the *morale* and discipline of a school, and I am every day struck with the improvement brought about incidentally by the introduction of the standard examination. Not only do the scholars learn to do their work with more manly independence and to concentrate their attention on the task before them, but the teachers are compelled by interest as well as duty to ascertain and watch the proficiency of each child in each subject, institute an exact classification, and make use of the means applicable in each case to bring up the backward, and recal those scholars who are going too fast for sound and accurate acquirement.

Buildings and fittings.

Five or six new schools have been built since I last reported. In the village of Shirley, near Southampton, a set of buildings are in process of erection by the munificence of a resident in the neighbourhood, which are quite models of what schools should be in every particular, excepting, I fear, economy of construction. A steady, if slow, progress is being made in improving the internal arrangements of schoolrooms. Brick and stone floors, though they no longer stand in the way of obtaining aid from your Lordships, have been, except in four cases of schools under inspection, removed. Parallel desks have been substituted, excepting in an equal number of instances, for fixtures at the wall. The proportion between numbers and cubic space is well considered, more care is taken to secure a sufficient supply of light and warmth, as managers become more alive to the immense importance of attention to these particulars. With all these signs of improvement in the quality of instruction provided, and in the attention paid to ensure the children's physical comforts and moral well-being, the apathy of parents and consequent irregu-

larity of attendance seem to remain, I regret to say, a fixed quantity which nothing has yet affected. There may be inexorable social necessities to be pleaded in many cases for withdrawing boys and girls from school at the earliest age at which their labour can contribute to the scanty common stock; but there is far less excuse for the parent who, while the child is nominally at school, permits trifling considerations of saving trouble, uncertain weather, or ragged clothes to be a reason for interrupting his progress by keeping him away from school three or four times in the week.

I have the honour to be, &c.

WILLIAM WARBURTON.

To the Right Honourable
The Lords of the Committee of Council on Education

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. F. WATKINS, B.D., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* LINCOLN, NOTTINGHAM, *and* YORK.

MY LORDS,

Two years have passed since I addressed my last General Report to you. They have been on the whole unmarked years in educational work, years of quiet and of consolidation rather than of activity or of progress. They have therefore been favourable for the regular working of the Revised Code, and for fairly testing its value.

My own share of the work during the last official year, to which this Report especially refers, has been as follows:

Work done. I inspected 180 schools, of which 157 were in the receipt of annual grants, and 23 under simple inspection. These 180 schools contained 253 separate departments.

Of these were 37 boys, 26 girls, 33 infants, 133 mixed, 24 night.

There were present at examination, 24,357 children, of whom were 13,915 boys, and 10,442 girls.

Of the boys were in day schools 13,675, and in night schools 240.

Of the girls were in day schools 10,403, and in night school 39.

The remainder of my work, its character and arrangement, will be shown in the following table.

Time spent. Occupation of time in year ending 31st August 1867.

	Days.
Inspecting elementary schools	165
,, normal schools	4
Holding collective examinations of pupil teachers	3
,, ,, ,, of students in training college	5
,, ,, ,, of candidates for admission	3
Revising papers of pupil-teachers and scholars	26½
,, of students and teachers	13
Travelling only	½
Correspondence and district work	55
Preparing examination papers	5
Vacation	29
Private business	4
Sundays	52
	365

Number of papers. I may add that the number of papers revised was 3,410, of which were—

of students and teachers	598
of pupil-teachers	181
of scholars	2,631
	3,410

In the examination of children in the different standards, I have been largely aided by my assistant Mr. Buckle, of whose ability in his work and devotion to it, I cannot speak too highly.

I proceed to such features and circumstances of the schools inspected as appear worthy of notice.

Out of the whole number (253) it will be observed that only 37 are separate schools of boys, and 26 only of girls, whilst the number of mixed schools, *i.e.* of boys and girls, taught together amounts to 133. This points out a characteristic feature of elementary education, viz., the great preponderance of these mixed schools in the present day. This is caused chiefly by economical considerations. One mixed school can be supported at less cost than two separate ones. And a mixed school under a mistress is cheaper than one under a master, so the former is now frequently preferred to the latter. This is not in general to the advantage of the children, especially of boys taught by a mistress, who, if they be big, have too much their own way in the school, and if they be little, are kept on the same level with the girls, half of whose school time is rightly devoted to needlework. Class of schools. Mixed schools.

And this is only one instance where false economy, or rather I ought to call it pecuniary inability, is mischievous to our schools, and will continue to be so as long as they are mainly supported by voluntary, I had almost said, by involuntary contributions, as long as they depend mainly for their sustenance on the clergyman's often scanty purse or on his over-exercised powers of begging. For that these are the mainstay of schools, especially in agricultural districts, no one who practically knows the state of the case can deny. I am of course speaking of those schools only with which I am connected, the schools of our Church. But I do not believe that the case of others is very different, and I look upon the fact with many others as pointing silently but steadily to the better time coming, when a just, moderate, and all-embracing rate shall provide for the wise and liberal support of schools of all denominations.

The number of night schools in my district is on the increase, but they increase slowly. Perhaps this is all that can be expected where so many of the day schools are in agricultural places. One hindrance amongst others in such places is ludicrous enough, but true. Great big fellows, young men in the pride of health and strength, are afraid of going out alone in the dark. It is not the garotter whom they fear but the "bogie," and if there be a dark lane on their way to the school, or the churchyard to be travelled through, the night school will lose some of its due scholars. Night schools.

In the examination of night schools I observe the same fact with regard to attendance which I have noticed in

former reports — that it is always less than the average attendance. In the past year it has only amounted to 46 per cent. of males, and 40 per cent. of females. This arises chiefly from the dislike that older persons have to be examined, a feeling with which we can all sympathise, and to *mauvaise honte* in the *vivâ voce* part of the examination. You hardly ever see in the night school what is not very uncommon in the day school, a wish to "show off" and to attract the notice of others. But you often do see an earnest desire to acquire knowledge, and a dogged patience in obtaining it which are highly creditable to their possessors.

Day schools. In day schools the attendance at the inspector's examinations is always larger than the average attendance; during the last year it was nearly 27 per cent. larger in my district. This, I think, points to two facts, first, that the children are not—as is sometimes said—afraid of the examination and consequently nervous in it; secondly, that the managers of the school, who thus contrive to obtain a good attendance on this day, might, by a little more exertion and more constant stimulus, increase the attendance on all other days, and so materially affect the well doing of the school.

Number of schools. One sometimes hears the cry that "the number of schools "is insufficient." It would be more correct to say that the quantity of schooling is deficient. In my district, which in this respect is not behind others, school-accommodation is much more, I will not say, than is needed, but than is used. In the day-schools not 58 per cent. of the space provided for children is occupied by them. In other words the schools are nearly half empty. This does not indeed prove, as some too hastily assert, that half the children in the place do not attend school at all. For the promoters of the school may have been too liberal in their calculations when building it; or it may have been, as is often the case in villages, erected with a double view, not only to do duty as a school, but also as the large room of the parish, where missionary and other meetings may be held. Still, leaving a large margin for these exceptional circumstances, there can be no doubt that school-rooms are not filled as they ought to be filled, and that many children who ought to be at school are not at school. Whether this number has not been greatly, though unintentionally, exaggerated in some returns must be left to future proof; but that, without some stringent and compulsory provision, a considerable per-centage of the children of the working classes will have no education but *that* of the streets, of the reformatory, or the prison, cannot unfortunately be doubted. And this is owing, in the great majority of cases, not to the enforced poverty, but to the ignorance, the recklessness, or the crime of the parents.

Accommodation in them.

Age of children. The age of the children at school is always an important

consideration. It decreases gradually. In the yearly returns the greatest number of children are between 7 and 8 years of age. It is curious to observe how rapidly they rise to this culminating point, how gradually they descend from it. The following is a return of 29,978 children on the register of the inspected schools in my district:—

Under 4 years of age	-	1,830	
Between 4 and 5	-	2,838	
„ 5 „ 6	-	3,359	
„ 6 „ 7	-	3,582	
„ 7 „ 8	-	3,886	summit.
„ 8 „ 9	-	3,522	
„ 9 „ 10	-	3,304	
„ 10 „ 11	-	2,872	
„ 11 „ 12	-	2,148	
„ 12 „ 13	-	1,397	
„ 13 „ 14	-	778	
Over 14 - -	-	462	

There is not one step wanting of increase in ascending to the summit, nor of decrease in descending from it, only the one side is much more steep than the other.

One or two of the stages are worth noticing. Of the whole number not 4 per cent. are 13 years of age! 63½ per cent. are under 9 years of age; and nearly 48 per cent., *i.e.*, in round numbers, nearly half of all the school children, *not reckoning infants*, are between the ages of 5 and 9. Without bearing this fact in mind it is very unfair to consider the amount of instruction given and received in elementary schools.

Stay at school.

But, before proceeding to this point, the length of stay in school should also be considered. It appears that out of 24,045 children (not infants) 10,018, nearly 46 per cent., not very far from half of the whole number, have not been one year in school; whilst 6¼ per cent. is the return of all who have been there five years, and 6¼ per cent. of those beside them who have been four years. Keeping in mind, then, the almost tender age of school children, and the very short time at the longest that they stay at school—their stay being also frequently interrupted by change from one school to another—let us ascertain what the instructional results are.

Instructional results.

Number of children presented for examination.

First in the elementary subjects, the three especially, and for a time exclusively, recognized by the Revised Code. Out of the whole number (24,357 children) present at inspection, 11,410 were presented for examination under the different standards of the Code. So that not half of the children present (not quite 47 per cent.) were qualified by their attendance at school to compete for the grant. Now when it is remembered that 200 attendances qualify a child for this purpose, and that this number does not represent half the times that the school is open during the year, the unsatisfactory nature of

this return is very evident. It points clearly to the same end to which the half-emptiness of the schools and the tender age of the children, and their brief stay at school, alike lead us, that there must be some additional force applied to the educational machine if it is to do its bounden and most needful work amongst the children of the labouring classes.

Number of children passed.

Of the 11,410 children examined under the Code from the day schools—

10,427 or 91½ per cent. passed in reading.
9,719 or 85 „ „ writing.
8,624 or 75½ „ „ arithmetic.

Of the night scholars the per-centages varied in the following manner:—

93½ per cent. passed in reading.
83½ „ „ writing.
81 „ „ arithmetic.

so that the advantage is rather on the side of the night schools, which at first sight one would hardly expect. For the whole of England and Wales the return is, 1866–67—

Reading - - - -	91·01
Writing - - - -	86·36
Arithmetic - - -	73·73

Reading.

But is the return from the day schools satisfactory? 91 per cent. of the children examined can read sufficiently well in their different tests to satisfy the de mands of the Code. But the children examined are not quite half of the whole number in attendance, so that the per-centage drops at once from 91 to about 45, and this latter number represents the per-centage of children in a school who can read *passably*. By this term I understand fluently, correctly, and with proper observance of stops, but I have never held it to require *expressiveness* in reading, which alone shows intelligence of the subject-matter, and is of any real use to the reader. I must record my conviction, from two more years' work, that the character of reading required under the Code and obtained by it is altogether insufficient and almost illusory. It does not convey the idea that the reader is interested in his book, or hold out the hope that he will voluntarily take to it when he is his own master in life. The meaning of any but the commonest words is generally unknown to him, and allusions to other matters—places, persons, things—are for the most part thrown away upon him.

Poetry.

The requirement of poetry for the reading test of the 5th Standard appears to me very questionable. Its language is hardly ever understood. Figures of speech are entirely mistaken,—abbreviated and poetic forms of words completely disguise them. "Whate'er," "e'en" for "even," "even"

for "evening," "amid," "o'er" for "over," "cot" for "cottage," &c. I have frequently taken portions of the "Deserted Village," and have rarely obtained any intelligent answers to the following questions: meaning of "swain;" why is "spring" called "smiling?" "lovely bowers;" what is a "never-failing brook?" "that topped," what is the fruit of the "hawthorn bush?" "the village train," what kind of a train is it? Again, "Near yonder copse where once a village "smiled,"—"meaning of copse"—the answer has always been "dead body."

Gray's Elegy is equally unintelligible to the majority of readers. It might almost as well be written in Greek. Heber's "From Greenland's icy mountains" is another dreadful stumbling-block over which their feet often trip. Cowper's "God moves in a mysterious way" I have tried frequently and in vain. And, in another strain, "The Country Mouse and the Town Mouse," "John Gilpin," &c. have failed to bring out any sense of their humour, or to convince me that their readers had any pleasure in their task. In nine cases out of ten the poetry to which I have to listen is a weary sing-song, and I hear that other inspectors make the same complaints. I have, for reasons mentioned in my last report, completely given up the newspaper as the reading test of the 6th Standard. I am convinced that it is an unfair test, and I have therefore availed myself of the alternative book.

I observe that the number of passes in reading is higher in my district than it was two years ago. In 1865 the number was 90½ per cent.; in 1867 91½ per cent. But, as I have said, I consider it to be my duty, according to the letter of the Code, to *pass* every child who can read correctly and with tolerable fluency, whether he or she understand or not a single sentence or a single word of the lesson.

Writing.

In writing there appears to have been a little falling off in my district from 86 per cent. in 1865 to 85 per cent. in 1867. I still think it important to separate writing from spelling. Good handwriting deserves a good mark, for it is a very useful attainment, nor should it altogether lose its mark when accompanied by bad or indifferent spelling. *Vice versâ*, when good spelling is disfigured by indifferent or bad writing, as was not uncommonly the case amongst members of Parliament, ought the quality of the spelling to be ignored entirely? It would be well, I believe, to discourage slate writing as much as possible in schools, for it not only does not tend to make good writers on paper, but it helps to mar them. The materials used in each case are so dissimilar, the instrument with which, and the substance on which, the work is done so unlike, requiring different fingering, different pressure, and different pace, that excellence in the one by no means implies even moderate power in the other. Indeed it is often curious

to see how excellent slate-writing in a school is succeeded by clumsy, unfashioned, ragged writing on paper.

Arithmetic. In arithmetic the comparison of the last two years is in my district more unfavourable than in writing:

In 1865 the passes were 83 per cent.
In 1867 „ „ „ 75½ per cent.

This is a considerable falling off. Possibly—though this is an ungallant explanation—it may be owing to a cause which I have already mentioned, the larger employment of female teachers in mixed schools. And I observe that the Report of your Lordships' Committee bears me out in this view. "The schools under mistresses contribute more than "their proportionate share of failures in this subject" (arithmetic). My impression is that the chief failure is in the 5th and 6th Standards, perhaps more in the former than in the latter. The step from the work of the 4th to that of the 5th Standard is not an easy one. The pounds, shillings, and pence of the 4th Standard are familiar things; the perches and roods, the grains and pennyweights, the quarters and hundredweights of the 5th Standard are things known only, if at all, by name and not by sight. They certainly ought, for the work of life, to be better known. And the "bills of parcels," which the 6th Standard has to make out, should be more correctly worked and in a much shorter time than tha generally allowed to them. There is no doubt that arithmetic is taught too much by rules and too little in its principles, mechanically and not intelligently.

Specific subject. With regard to the specific subject adverted to in your Lordships' Minute (20th February 1867), I rejoice in its adoption, as likely to lead to more intelligent instruction in schools; but I cannot yet report much on its working. All the best teachers are glad of it. They know that the time rightly given to a higher subject is not really wasted, is not even stolen from the portion heretofore devoted to an elementary subject, but that it is really an addition to it, and opens the scholar's mind for its easier reception.

Geography and grammar have been the usual subjects proposed to me; in a very few cases history also. I do not in general find that three-fourths of the children examined "answer well enough to satisfy me that the subject is effectively learned in the school." It is rarely that three-fourths of a class answer satisfactorily in any subject. There are generally a few leaders and many followers, a state of things which is mainly, if not altogether, owing to the practice of simultaneous answering, under which it is very difficult for a teacher to distinguish and rightly appreciate the answers which he receives. I should say that geography is better

History. taught than grammar, and grammar than history. On this latter subject I must say a word. My late duty has been to

examine the papers in English history of students of the second year in female training schools, and of school teachers trying for certificates, *i.e.*, of schoolmistresses *in posse* and *in esse*. Whilst I gladly allow the merits of many papers, and the marked excellence of some of the training schools in this subject, I am struck with the great amount of ignorance, or of half knowledge, or of hopeless confusion, shown by a considerable number of students. A schoolmistress writes thus of the time of Charles I.: "Thus commenced the wars of the roses, so called because the Parliamentarians wore a white rose, and those in favour of the king, called Roundheads, distinguished themselves by the wearing of a red one." Another thus: "1745.—This rebellion took place in the reign of William IV. Charles Edward was the son of James Monmouth, the old Pretender, and illegitimate brother of James II." The language of some the answers is curious: "The birth of James Francis was a "*forgery*." "The nobility of Henry VII. was a *fresh lot*." "In the battle of the Nile the English gained *extensive* riches." "Wolfe requested his *subjects* to fight till the battle was done." "Clive twice attempted suicide without *success*." "In New Zealand improvement in manners led to the *abdication* of cannibalism." "The people had *emanated* from what are called the dark ages." Wilberforce is called "Sir William," "Sir George," "this Yorkshire manufacturer," "a native of Manchester and a millowner there," and "a Quaker."

Poor "Charles Edward" undergoes stranger adventures in their papers than he did in his chequered life: "James sent Earl of Surrey against him, who fought him in the pass of Killicrankie." "After the battle of Prestonpans Charles Edward escaped, but was found in a field some time after with only a few pease in his pocket." "Under him the Scots fought the battles of Falkirk and Marston Moor." "The battle of Culloden was the last in which a future King of England fought." "He was now crowned in Scotland as *James* VIII." "He sailed in a separate steamer by himself." "Amongst his chief officers was General Glenfillan." "He was defeated at Bunker's Hill," &c. Washington, Nelson, and Wellington are treated in much the same way.

It need not be asked whether teachers who have such strange versions of English history can teach it at all. Perhaps, with regard to this subject, it is not of vital importance to girls' schools. But the question naturally arises, are other subjects dealt with in the same way? The answer to this is that 75 per cent. of the candidates pass in the examination for certificates at examinations; so that, on the whole, the great majority of them must have very fair attainments.

There is one other subject of examination in our Church

Religious knowledge.

schools on the state of which I must also record my opinion, with regret, that it is not more favourable. This is Religious knowledge, *i.e.*, knowledge of Holy Scriptures, of the Church Catechism, and generally of the Book of Common Prayer. It is not, I believe, equal to what it was a few years ago. It certainly is not what it ought to be, either in fulness or accuracy. It is greatly deficient in application to the hearts and consciences of the children. Bible history seems in many cases to be read just like English history; the lesson is gone through, the books are closed. Some matter-of-fact questions are asked, and answered either by a few leading children, or in a stentorian voice, by the whole class following their lead. Then "the time is up;" another and better-paying lesson must begin. The same mistakes which I have noticed for 24 years in the repetition of the Catechism still occur; the same in the Creed, the same in the Commandments, the same in the Sacraments. Teachers say, and with perfect truth, that they have corrected these errors over and over again. Some of them also say that the children do not in general make so many mistakes. Here I believe they are wrong. The mistakes are made, but are so common, so expected, so *natural*, that they are unnoticed by the teachers. Even "Spontius Spilate" passes without remark.

School prayers.

And connected with this subject, and cognate to it, I must remark that the school prayers, in several schools, are not devotional, indeed, are hardly decent. Neither the masters nor the other teachers kneel down. The prayer is either a rapid gabble or a coarse intonation. A hymn is shouted, and the day's devotions are at an end. There are, indeed, places where the prayer is simple and earnest, and the hymn beautiful from the number of young voices joining harmoniously in it. But this is not so frequent as it ought to be. The pressure of work and the necessity of attending to other things prevent many a well-meaning teacher from giving so much thought to this subject as its importance deserves; but he should not forget that at school and in school prayers the habit of devotion or carelessness is often formed for life.

Certificated teachers.

The number of certificated teachers in my district is decreasing, from 221 in 1865 to 206 in 1867. This is contrary to the general law, as, on the whole, from the statement in your Lordships' report, they are considerably on the increase. I see no reason to change my opinion that the certificate of the teacher is a wise requirement, an almost necessary protection to the best interests of the school. There are certainly here and there teachers who have not been trained, and are not certificated, whose schools are good in all respects; but they form the very few exceptions to the very general rule, just in the same way that you may find here and there a quack doctor who is well qualified as a

medical man and an able operator, but his ability does not convince you that it is unnecessary or inexpedient for medical men to have diplomas.

Pupil-teachers.

In like manner, and to the same small extent, the number of pupil-teachers in my district has fallen off from 181 to 177 during the last two years. I should regret this falling off the more had the candidates of late years been such as those of an earlier period of the apprenticeship; but this is, I think, hardly the case. There are many reasons for the change. Some of them are mentioned in your Lordships' last report (1867); others are purely local, prevailing in one part of the country and unknown in another. Employment for young people, its character, circumstances, and payment, are the chief causes of the decrease of pupil-teachers in my district, which in its most populous and school-going part is occupied by manufacturing towns and mining villages. In them there is much and increasing demand for the well paid labour of young people. The payments made to them are for the most part higher than those made to their contemporaries under school apprenticeships, and the prospect is just as good, and often more certain. Your Lordships' late Minute (February 1867) will have a good effect in counterbalancing the disadvantages under which the apprenticeship labours.

Assistant teachers.

The number of assistant teachers in my district has increased, and amounts now to 26. I find great difference of opinion amongst experienced head teachers as to the value of these assistants, whether more or less useful than apprentices. One objection made to them is certainly not their fault, "that they cannot be in two places at once," *i.e.* that they cannot superintend two classes as well as may be done by two pupil teachers. Another objection which is generally true of all young persons of their age—is that they are conceited and apt "to set themselves up" against the head teacher. But, in this case, the fault is quite as much in the senior as in the junior officer, and is in fact, a question of his power as a disciplinarian. I am inclined to believe that the apprenticeship, well worked, is a better system than the assistant mastership.

Educational state of Sheffield.

Much attention was of late drawn to the town of Sheffield. Many and strong remarks were made against its social and moral state. The inquiry before the Commissioners disclosed an amount of lawlessness, of class-tyranny, of disregard of human life, and of obstinate determination to do evil, which amazed and horrified all who knew nothing of the state of our large towns and the social life of their working classes. As it is the capital of my district and the locality of my most important work I have naturally been much interested in these so called "revelations" of its condition. I have sought especially whether its educational position is behind,

or below, that of other towns similar in size, in work, in rapidity of growth and in mixture of population. I can of course speak only of the part which the Church takes in the education of the working classes.

The population of the whole parish according to the last census, as given in the Clergy List, is 184,563. Since the date of that census it has increased rapidly, and is, I am told, considerably above 200,000.

There are now 24 parishes or church districts in the borough, in 17 of which there are schools under certificated teachers, and three others with teachers not certificated. Of the remaining four parishes I know nothing. Their schools, if any, are not under inspection. They are St. James', St. Simon's, Gilcar, and Hollis Croft.

——	Boys.	Girls.	Infants.
In the old parish church, St. Peter's, there are three schools, all under certificated teachers	1	1	1
In St. Paul's, two ditto	1	1	—
In St. George three, ditto	1	1	1
In St. Philip's, (one mixed) ditto	1	—	—
In St. Mary, three ditto	1	1	1
In St. Mary's, (one mixed) ditto	—	1	—
In St. John, two ditto	1	1	—
In St. Thomas Crookes, two (mixed and infants) ditto	1	—	1
In Holy Trinity, Wicker, two ditto	1	1	1
In St. Stephen's, two ditto	1	1	—
In Attercliffe, three ditto	1	1	1
In Brightside, one (mixed) ditto	—	1	—
In St. Matthew's, two ditto	1	1	—
In Ecclesall, two (mixed and infant) ditto	1	—	1
In St. Judes', Eldon St., two (mixed) ditto	1	—	—
In Hecley, one (mixed) ditto	1	—	—
In St. Judes', Moorfields, one ditto	1	—	—
In Neep's End, two ditto	1	1	—
In Pittsmoor, two ditto	1	1	—

So that in these 17 parishes there are 37 schools under certificated teachers.

There are also—

——	Boys.	Girls.	Infants.
In Darnall, one (mixed) under uncertificated teacher	1	—	—
In Cross Pool (mixed)	1	—	—
In Fulwood, one ditto	1	—	—
In Dyer's Hill, ditto	1	—	—
In St. Philip's, one ditto	—	1	1

or six schools under teachers without certificates. There is also the Blue Coat School not belonging to any particular district, which has a certificated teacher, and comes under my inspection, but does not apply for any grant from the Committee of Council. There are then on the whole 44 schools connected with the Church in the borough of Sheffield, and some of these schools are satisfactory in every way, in numbers, discipline, and attainments. Such are the schools of the Parish church, of Holy Trinity, of Pittsmoor, of St. Stephen's, of St. George, the boys' school of St. John's, and the Blue Coat School.

There were 6,320 children present at the examination of these schools' of whom were—

Boys - - - -	2,852
Girls - - - -	2,211
Infants - - - -	1,257
	6,320

But there ought to be more than three times this number in attendance at the elementary schools so that there is a large margin left for the scholars of all other denominations. There are some dark spots in the system of the church education in Sheffield. There is the large and important parish of St. Philip with a population of 18,000 souls. It has but two day schools attached to the church. One is at its upper end, Walkley, a mixed school of boys and girls, many of them very young children under a certificated master, mustering on the day of inspection 59 boys and 29 girls, who are in a fair state of discipline and of elementary attainments. The other school near the church is also a mixed school of young boys and girls under an uncertificated mistress, with an attendance at inspection of 47 boys and 38 girls. It has an infants' department in another room under the sister of the schoolmistress, also uncertificated, with an average attendance of 110. Both these departments are badly supplied with books, maps, and apparatus, the rooms are very dirty, the children only tolerable in order, and poor in attainments. But the mistress deserves credit rather than blame. She pays 7*s.* per week to the incumbent for the use of the rooms. She pays for all books, slates, and such apparatus as there is, fuel and lights, if needed, for a girl monitor in each department, and for her sister's services as assistant mistress. In short this only Church school of so large a part of this parish, inhabited densely by working men, is really an adventure school, conducted under great difficulties by an uncertificated mistress at her own risk. There is no separate school for boys in it, though there must be hundreds of them of school age in so large a population.* Dyer's Hill

* 260*l.* has been granted to St. Philip's school by your Lordships' Committee, 75*l.* in 1841, and 185*l.* in 1846. *See* Correspondence printed at p. cx *suprà.*

is another black spot. There, an uncertificated master and his wife teach, as best they may, children of both sexes about 100 in average attendance, in a dark and very damp room poorly furnished with school material. They also do their best under great difficulties, but it is sad to think that this is the only church school for the children of 8,000 working people, and to remember that 700*l.* was granted by the Committee of Council only 10 years ago towards the building of this most unfortunate school.

Manufacturing and agricultural towns.

With regard to other points, regularity of attendance and attainments of school children, Sheffield and Rotherham, the manufacturing towns of my district, contrast unfavourably with its agricultural towns, Doncaster, Louth, and Retford. In the two former the per-centage of children examined under the Code is 54½ of all who are present on the day of examination; in the three agricultural towns it rises to 61, 71, and 70 respectively. The per-centage also of children presented in the three higher standards, 4th, 5th, and 6th, in the two manufacturing towns is 22; in the agricultural nearly 30. Indeed, tested in this way, the regularity of attendance and amount of attainments of children at school in these manufacturing towns are just on the same level with those of some Lincolnshire villages, taken at hazard from the whole number, but below the standard of some Yorkshire villages taken in the same way. I have of course only contrasted schools taught by certificated teachers in towns and villages, and such as I believe to be of a fair average character.

Salaries of teachers.

I observe from your Lordships' report (1867) that the salaries of teachers absorb 75 per cent. of the whole school income of inspected schools in England and Wales, and in my district they receive 81 per cent. of the whole income, so that their payment is probably above the average. But I have no separate return of masters and mistresses, and therefore cannot speak exactly. There is no doubt that their salaries are increasing steadily, if not rapidly. The Principal of the training college at York assured me of this fact, and also of the great difficulty which he found in supplying the demand made upon him. In several cases he had been unable to provide teachers even where a good salary was offered; in one as much as 90*l.*, which, for an inexperienced young man entering upon his first charge, is surely a very liberal payment. This is indeed not the only sign of a better time coming in the educational world. Your Lordships' Minute of February 1867, alike recognizes a weakness in the present system and points to its remedy. Many of the clergy who in every part of the country have been for many years the chief promoters of elementary education, and, considering their means, the most liberal supporters of it with their purses, are now inclined to recognize the necessity

of some conscience clause, one which, like Janus, will look both ways, and not see only one side or the other; and many men in all ranks who know the importance of the subject and feel the absolute need of wider and deeper instruction for the working classes denounce the injustice of laying all the burden on the willing backs which have hitherto borne it, and require that a fair share of it shall be laid on all shoulders by a just and inevitable rate for educational purposes. They demand, and it is difficult to deny either the justice or the urgency of this demand, not only that localities shall be compelled to provide schools, but that these schools shall be good, and that children shall be compelled to attend them. The educational conference at Manchester which is proceeding while I write, has already spoken with a clear, a loud, and a convincing voice, as to the compulsion needed; there is no doubt of the need, the only doubt is how to provide for it. There are many and considerable difficulties in the way, difficulties arising from the friends, as well as from the enemies, of education, from the working classes, as well as from the higher; but there are none so great as not to be removable by earnest determination, by patient forbearance, and by intelligent devotion to the most important subject, which in this century has risen up and taken its rightful place in the minds and hearts of the people of Great Britain.

I have the honour to be, &c.

FREDERICK WATKINS.

To the Right Honourable
The Lords of the Committee of Council of Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector,* C. H. ALDERSON, Esq., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the* EASTERN *and* METROPOLITAN COUNTIES.

MY LORDS, London, January 31, 1868.

DURING the past year I have inspected 133 separate institutions, in all of which an annual grant was claimed. I have also visited a few schools for the purpose of simple inspection, the teachers being uncertificated.

Schools under certificated and uncertificated teachers.

Comparing the two classes of schools, those under certificated teachers with those under uncertificated teachers, I am more than ever struck by the superiority of the results obtained in the first. This superiority I attribute not so much to the fact that the teacher holds a certificate as to the fact of an annually recurring examination, and the state of constant preparation which it entails.

The instruction in the schools of my district remains in much the same state in which it was two years ago, when I last made a general report to your Lordships. Taking the percentage of failure in each of the three fundamental subjects, I find the following result:—In reading, 3·75; in writing, 4·25; in arithmetic, 7·75; total per-centage, 15·75. This is very much the same as the per-centage of 1865. It has caused me some surprise, that the per-centage of failures should still stand at the same figure. One might naturally expect, that as the operation of the Revised Code acquired more fixity, there would be a corresponding diminution in the number of failures. This does not appear to be the case, and I am disposed to think that this unaltered per-centage of failures indicates the chronic inability of the dull, stupid, and migratory scholars to satisfy the rigorous requirements of individual examination.

Spelling and arithmetic chief heads of failure.

The two chief heads of failure continue to be spelling and arithmetic, and for the simple reason that they are the branches of instruction which least admit of being taught in the mechanical way in which so much schoolwork is done, and which in my opinion, accounts in a great degree for its fleeting and perishable character. The reason why it so often happens that a boy forgets what he has learnt at school is, not uncertain attendance or early removal alone, but the dull mechanical routine in which he is too often allowed, while at school, to go through his daily exercises. This defect is signally shown in spelling and arithmetic. I seldom see much evidence in the dictation exercise that the mind of the writer is at all alive to the *sense* of the passage which he has to write. His attention is fixed upon the sound of the

words, not on their meaning; consequently when a word occurs which has a double meaning but the same sound, he is as likely to put the wrong word as the right. Faults of spelling comes not from want of knowledge, but in most cases from want of attention, The philosophical way of overcoming them, therefore, is not by loading the memory with orthographical details, but by cultivating a habit of close and sustained attention to the work in hand. In other words the scholar must be made to think about his work as well as to perform it with mechanical dexterity. In arithmetic, the tendency to a mechanical and unintelligent type of instruction is even more apparent. Just what he expects to have to do, propounded in exactly the way in which he expects to have it propounded, a boy presented, say, in the fourth Standard, generally does extremely well. But vary the form of the proposition in the slightest degree, or state it in terms slightly different from those which his teacher has adopted, and he is altogether thrown out and puzzled. He does not do "those sums" he will tell you. Such a sum, for instance, as the following is done with great ease and accuracy by any fourth Standard of average efficiency: substract *4l. 3s. 4d.* from 1,000*l.* But let the sum be stated thus; substract 1,000*d.* from 1,000*l.*, and hardly a boy in the class will do it. Even in the best schools in my district, I have found very few scholars presented for examination in compound rules able to solve such a problem. What has surprised me much more is to find teachers putting so narrow and literal a construction on the requirements of the Code, as to object to the setting of such a sum. They have told me repeatedly that it is a sum which involves reduction, and that the code, while it prescribes compound rules, does not require reduction. It is true that reduction is not expressly mentioned in the arithmetic of the fourth Standard, but inasmuch as it is involved in the process of compound long division, it seems to me perfectly clear that it is implied in a sound knowledge of the compound rules. To contend that it is excluded in teaching those rules is as unreasonable as to contend that when a man stipulates for a house he has no right to expect a staircase in it to enable him to get from one story to the other, or to maintain, with Portia, that a pound of flesh does not include the drop of blood without which it cannot be obtained. Numeration itself, the basis of intelligent notions of arithmetic, is not a specified requirement in the work of the higher standards. But it would be absurd to assume, on that account, that it may be neglected, and that, so long as a boy worked a sum in practice correctly, it did not matter in what order he set down his figures. It is not specified, of course, simply because it is taken for granted. I am fully aware of the great multiplicity of details to which a teacher

must attend in preparing his scholars for the rigorous test of individual examination. In many cases he has not much time or opportunity for elaborating his instruction. At the same time it appears to me clear, that by paring it down to the bare letter of the Code, and by omitting to lift it from the narrow mechanical groove into which it is too apt to fall, he deprives it of its highest educational value in quickening the intelligence and strengthening the understanding of his scholar. In the branch of instruction to which I am more immediately referring, the result is that one finds many boys able to work correctly sums which are set on the model of a particular text-book, or an individual teacher, but comparatively few who can stand the test of even a slight variation from that model; many accurate calculators within certain narrow limits, but few thoughtful arithmeticians, to the extent, of course, to which it is fair to look for such in the ranks of an elementary school. Unless a vigorous effort is made to infuse more intelligence into its teaching, "Government arithmetic" will soon be known as a modification of the science peculiar to inspected schools, and noticeable chiefly for its meagreness and sterility.

Reading; scholars should be questioned as to the meaning of words.

In reading, again, which is the most mechanically perfect of all the branches of instruction, the intelligence of the scholar is too often left to lie fallow. I constantly find boys in the first class strangely ignorant of the meaning of the words they read, or quite unable to express their meaning in precise and intelligible language. It seems to me of the highest importance that a careful questioning as to the meaning of the words that occur should form a part of every reading lesson. A knowledge of their meaning ought, in my opinion, to be made a condition of passing in this branch of examination. As a rule, I believe the reading lesson is given far too hurriedly. The teacher is satisfied when he has brought his scholars to pronounce correctly, attend to their stops, and read with facility. This is to take a very imperfect view of the opportunity which this portion of his daily task offers. Nothing is more elastic than a reading lesson. In the hands of a sluggish or indifferent master, it shrivels to a mere parrot-like repetition of words. In the hands of an able and pains-taking master, it expands into one of the chief opportunities in the day's work for developing the mental faculties of his pupils, and cultivating their powers of expression. Properly understood, the reading lesson may be made one of the most efficacious instruments in correcting what may be called without exaggeration a national failing. Anglo-Saxon speech abhors precision. It loves, for instance, to talk of women as "females" and men as "parties," and the lower you go in social scale, the more vague, and the less accurately defined, language becomes. I attribute this

in a great measure to the omission on the part of teachers in elementary schools to require from their pupils, as a part of their daily training, clear, accurate, and grammatically expressed definitions of the words and phrases that occur in their reading books. In the primary schools of France this point receives the attention which it deserves, and the result is shown in the general facility and accuracy of expression which strikes a stranger who mixes with the lower classes of that country.

Geography. Geography begins to show symptoms of revival in my district. It appears to be the favourite subject for examination under the minute of February 1867. Like arithmetic it seems to me taught far too mechanically. It is thought enough when a class can rattle off a string of stereotyped answers to the stock questions in a geographical textbook. But the moment an examiner diverges from that beaten track, their volubility deserts them. They fail to identify knowledge which is familiar to them as soon as it is presented to them in an unfamiliar way. I find boys who can run glibly enough through the mountain ranges and manufactures of England, often puzzled by a question of this kind, "Name a mountain in Carnarvonshire, or, what sort of stuff "is made at Rochdale." That is to say, they know of Snowdon only in connection with a lot of other names of mountains, and of Rochdale only when it is suggested by Manchester and Bolton. Another defect in the geography taught to classes, is that it is often selected with so little judgment. Priority is given to every district but their own, —often to other countries than their own. In a school in one of the midland countries, for example, I found the other day a first class who could pass a very good examination in the physical geography of *Scotland*, but were almost entirely ignorant of their own county and neighbourhood, and even of England, generally. The teacher was not a Scotchman, which made the selection of that particular field of geography even less intelligible. But this is one instance out of many of the ill-considered and inappropriate way in which geography is often taught. It seems to me grotesque to teach an English boy the height of Ben Nevis, and the names of insignificant Hebrides, and to leave him ignorant of the fact that a great English river flows within a few miles of his school, or that a great staple trade is carried on in his native county. All geography should begin from home, and travel thence outwards, first, because, this is the only way which admits of giving a child a correct notion of what a map really is, and (perhaps this is even more important) what it is *not*. I believe that many children are so far from realizing its conventional and representative character, that they vaguely believe that the top of a map indicates the

true north, and that in some mysterious way Europe and Asia are bodily present on the school walls. And, secondly, because no geography is likely to be of so much practical use to a scholar in after-life as the geography of his own district and county. I do not mean to say that it ought to be always limited to this; but this should be taught first, and be a condition precedent of further progress.

Non-presentation of scholars qualified by attendance for examination.

One point in the application of the Revised Code continues to give a good deal of trouble in my district. I am constantly asked whether, and under what circumstances, a scholar who has attended the necessary number of times may be withheld from examination on the day of inspection. The interpretation put by managers on the fifth supplementary rule, which states that they "need not present all "the scholars who in each class are qualified for examination "by number of attendances," differs widely in different schools. In some cases they avail themselves liberally of this discretion; in others, much more sparingly than they desire to do. This variety of practice introduces a good deal of uncertainty into the standard by which one school is compared with another in its neighbourhood. If one school presents all its qualified scholars, and another only those of them who are likely to do it credit, it is obviously unfair to compare their results. The per-centage of success may be the same in each, and may indicate, nevertheless, two very different degrees of efficiency, or the worse school may actually be made to appear the better. The difference in the view which school managers take of their discretion in this matter gives rise to considerable dissatisfaction, especially under a system like the denominational, from which a good deal of jealousy between rival schools is inseparable. Moreover, if any considerable number of children are withheld, it is impossible for an examiner to arrive at a fair estimate of the efficiency of the school *as a whole*, which is quite as important a part of his function as the testing the attainments of certain individual children. It is difficult to state with precision the circumstances which would justify the non-presentation of a qualified scholar. The question is one of degree. On the one hand it would be unreasonable to expect every single child who had attended the requisite times to be presented. An idiot, for example, or a child who had been absent from illness for a long period immediately preceding the examination might be very fairly withheld. On the other hand, to weed from the examination all the dull or migratory children simply on the ground of their being dull or migratory, seems to me an abuse of the discretion given by the fifth supplementary rule. The rule ought to be to present; to withhold, the exception. It may be said that it is the pecuniary interest of the managers to present as many of

their scholars as possible. But the children who are withheld are just the children who are likely to add nothing to the amount of the grant. And even at a pecuniary loss, many teachers are willing to secure a high per-centage of passes. Again, it may be said that an experienced examiner is sure to detect any serious disproportion between the number qualified for examination and the number actually presented. This is true, your Lordships are not imposed on; but the children's parents and the local supporters of the school are liable to be considerably misled by a per-centage of success, artificially heightened by the withdrawal of its dull unpromising scholars, and published probably without comment or explanation in the local newspaper.

For these reasons it appears to me very desirable that, with a view of securing more uniformity of practice in this particular, your Lordships' rule, stating that the managers need not present all the scholars qualified by attendance for examination, should be more precisely and explicitly defined.

I have the honour to be, &c.

C. H. ALDERSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, MATTHEW ARNOLD, Esq., *on the* BRITISH, WESLEYAN, *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND *inspected by him in the Counties of* MIDDLESEX, HERTS, ESSEX, SUFFOLK, *and* NORFOLK.

MY LORDS, January 1868.

I HAVE the honour to present to your Lordships my general report for the past year.

Several years have elapsed since last I made a general report. During those years I have a second time visited officially the schools of the continent, having been employed for this purpose by the Schools Inquiry Commission of 1865, as I was previously employed for it by the Commission on Popular Education in 1859. The object of the more recent visit was not, as in 1859, the primary school; it was the school for the middle and upper classes. Still it was natural that I should not pursue my inquiries respecting secondary and superior instruction abroad without in some degree renewing my acquaintance with primary instruction, its legislation, and its actual condition.

It was natural, too, that in returning to the inspection of primary schools in England, I should have in mind both my former return to them after a similar visit to the continent, and the experience which each of my visits to the continent had afforded me.

Impression made by English schools after continental ones. Want of life in English schools.

I cannot say that the impression made upon me by the English schools at this second return to them has been a hopeful one. I find in them, in general, if I compare them with their former selves, a deadness, a slackness, and a discouragement which are not the signs and accompaniments of progress. If I compare them with the schools of the continent I find in them a lack of intelligent life much more striking now than it was when I returned from the continent in 1859. This change is certainly to be attributed to the school [illegible]lation of 1862. That legislation has reduced the rate of [illegible]enditure upon schools, has introduced the mode of [illegible] commonly called *payment by results*, and has [illegible]rom teachers all character of salaried public [illegible]hese changes gratify respectively one or other of [illegible]t forces of public opinion which are potent in this [illegible]nd a legislation which gratifies these ought perhaps [illegible]onounced successful. But in my report to the Royal [illegible]ssion of 1859 I said, after seeing the foreign schools, [illegible]r pupil-teachers were, in my opinion, "the sinews of [illegible]glish public instruction;" and such in my opinion they, [illegible]h the ardent and animated body of schoolmasters who [illegible]ught and trained them, undoubtedly were. These pupil-

teachers and that body of schoolmasters were called into existence by the school legislation of 1846; the school legislatiod of 1862 struck the heaviest possible blow at them; and the present slack and languid condition of our elementary schools is the inevitable consequence.

Decline in supply of pupil-teachers:

The rate of pupil-teachers to scholars in our elementary schools was, in 1861, one pupil-teacher for every 36 scholars; in 1866 it was only one pupil-teacher for every 54 scholars. At the recent examination of candidates for admission at Stockwell, where schoolmistresses for British schools are trained, there were 75 girls as candidates for 52 vacancies; but at the Borough Road Training College, on which these schools depend for their supply of schoolmasters, there were only 53 candidates for 72 vacancies. Throughout all the training colleges only 1,478 candidates presented themselves for admission last Christmas, whereas 2,513 candidates presented themselves in 1862. Yet the number of schools recruiting their teachers from this source had risen from 6,258 in 1861 to 8,303 in 1866, and the average population of such schools from 919,935 to 1,082,055.

and in their quality and love of their profession.

The performance of the reduced number of candidates is weaker and more inaccurate than was the performance of the larger number six years ago, and for the last year or two has been becoming weaker and weaker. No inspector can be surprised at this who compares the present acquirements of the vast majority of the pupil-teachers of his district in the yearly examinations which they have to pass before him with those which he remembers 10 years ago. Nor, again, can this difference in their acquirements surprise him when he compares the slackness, indifference, and loose hold upon their profession which is to be remarked in the pupil-teachers now, and contrasts it with what he remembers 10 years ago. The service of the pupil-teacher was then given under an indenture which he was accustomed to regard as absolutely binding him for five years; now it is given under an agreement which expressly declares itself to be always terminable by notice or payment. He then had 7½ hours of instruction every week from the principal teacher, out of school hours and when all the attention of the principal teacher could be given to him; now he has only 5 hours of instruction, and these may be given in the night school, when the principal teacher's attention is divided. The work of teaching in school is less interesting and more purely mechanical than it used to be. But, above all, the pupil-teacher has continually before him, he continually sees and hears, a master who 10 years ago was rewarded for teaching him, was proud of his own profession, was hopeful, and tried to communicate this pride and hope to his apprentice. Ten years ago the schoolmaster was under the impulse given by the celebrated letter of instructions of

the Secretary to the Committee of Council in 1848, which, in establishing the certificate examination, said:—"For the first "time in this country schoolmasters will be assembled, by the "invitation of the Government, as candidates for the formal "recognition of their capacity to instruct the humbler classes "of Her Majesty's subjects, and, as a consequence of such re- "cognition, to receive immediately from the State an annual "stipend, proportioned to their merits and exertions. It is "important that the assembled candidates should be im- "pressed with a conviction of the anxiety of Government, by "means of a higher description of moral and religious educa- "tion, to improve the condition of the poor, and of their "determination, as an indispensable means to this end, to "elevate the position of the elementary teacher, by qualifying "him to occupy a higher station, and by rewarding his more "efficient services by superior endowments. They ought to "receive from the inspectors the impression that they are "called upon to co-operate with them and with the Com- "mittee of Council on Education for the attainment of great "national objects."

Changed spirit in the teachers who train them.

To the trainer thus rewarded, thus animated, thus encouraged to value his profession, thus proclaimed a fellow-worker with the national Government, has succeeded a trainer no longer paid or rewarded, a trainer told that he has greatly overrated his importance and that of his function, that it is most inexpedient to make a public servant of him, and that the Government is determined henceforth to know no one in connexion with his school but the managers. Is it wonderful that such a trainer should be slack in seeking pupil-teachers whom he has to instruct without reward; that he should communicate to what pupil-teachers he has his own sense of the change in the schoolmaster's position, his own slackness, his own discouragement; and that under these influences the pupil-teacher's heart should no longer be in his work, that his mind should be always ready to turn to the hope of bettering himself in some more thriving line, and his acquirements meanwhile weak and scanty?

Prospect of increased calls upon our weakened teaching staff.

At a moment when popular education is at last becoming a question of immediate public interest, and when the numbers, spirit, and qualifications of our teaching staff will have a great call made upon them, it is important to take precise note of their actual condition and prospects. Undoubtedly the present educational movement finds us ill-prepared for it, in so far as our teaching staff is less vigorous in spirit, is more slackly recruited, and with weaker recruits, than it was a few years ago. Complaints and recriminations as to the measures which have led to this falling-off are now vain; let it be conceded that these measures may have had grounds which made them, in spite of this falling-off, politic and sound. But

it is still most desirable to see if this falling-off cannot be stopped, and what are the means which afford the best hope of stopping it.

How to reanimate and replenish our teaching staff to meet them.

My colleague, Mr. Cowie, says in his last report: "In "cases where the managers have, with a wise foresight, con- "tinued to the masters of their schools the allowances for- "merly made by the Government, and paid them so much "for teaching the boys, so much for teaching the pupil- "teachers, and so much for the result of the inspector's "examination, I think the system works well." If managers were universally or even frequently to be found who could and would take the best means for the creation and preservation of a good teaching staff, there would be no necessity for a Committee of Council on Education. It is just because it is of the first importance for a system of popular education to have and to maintain an abundant and a well-trained supply of teachers, and precisely in ensuring this supply the voluntary and undirected efforts of private bodies of managers come short, that the plan of appropriated grants—augmentation grants to certificated teachers, stipends to pupil-teachers, and gratuities to the principal teacher for instructing them—was resorted to. The diminution in the amount of Government aid puts it out of the power of many school managers to continue, of their own motion, the plan of appropriated grants, which, I agree with Mr. Cowie, is a plan that acts with the happiest possible stimulus upon the teacher. Even if they have the means of meeting the expenses of such a plan, they have not always the knowledge and school experience, nor can they always give the time, thought, and attention requisite for originating and regulating it. Particularly is this the case with British and Wesleyan school managers, who are, in general business men, perfectly to be relied on for carrying into effect the direct requirements of the Education Department and their own undertakings with it, and for the most part liberally enough disposed, but hardly capable of supplementing the action of the Department where it falls short, and of remedying by their own efforts and inventiveness any weakness against which the Department does not directly provide. In general, with the minimum of teaching power fixed by the Department they will be satisfied; and if their principal teachers represent to them that it is impossible or very difficult to find pupil-teachers, they will acquiesce. At the same time, the rate of payment for pupil-teachers having formerly been indicated to them by the Department, they are very apt, having no wish at all to screw their teachers closely, to maintain this rate unabated for the pupil-teachers whom they are bound to employ. But their action in respect of the teaching staff cannot, in general, be relied on for much more than this.

The Minute of February last not, in my district, of much avail towards this end.

The Minute of February of last year, which perhaps in poor districts may somewhat augment the reduced number of pupil-teachers, will in the schools under my inspection produce very little effect of this kind. The sum it offers as an inducement to the managers to augment their teaching staff is too insignificant; it is far below the rate formerly fixed by the Department for a pupil-teacher's stipend, and this old rate the managers of the schools in my district are happily apt, as I have said, to maintain. The grant offered is hampered, too, with conditions often difficult of fulfilment, and in the more backward and trying localities, such as the east of London, most difficult of all. It provides nothing to overcome the indifference and indisposition of the principal teacher towards hunting up candidates for apprenticeship and teaching them when secured; and it may be accepted or not as the managers like. In general, therefore, it will do very little to cause the restoration of an efficient teaching staff in those numerous schools under my inspection where this staff has declined.

A restorative measure suggested.

Some schools in my district have adopted what seems to me the judicious plan of paying a pupil-teacher the same sum, in all, which the Committee of Council formerly paid him, but distributing it differently over the years of apprenticeship; paying a sum considerably below the old rate in the first year or two of apprenticeship, and a sum considerably above it in the later years. For a boy of 13, who would very likely stay on in the first class any way, a stipend of 6*l.* or 7*l.* is sufficient, and if he abandons his engagement at the end of a year or two there is not so much money thrown away. On the other hand, at the age when his services are getting valuable, and openings in other lines begin to present themselves to him, there is the higher rate of stipend to tempt him to stay. This arrangement, if more generally adopted, might tend somewhat to fix pupil-teachers; and the great interest which is now directed to popular education will also again create in this country, and on a far wider scale than formerly, a sense of the importance of the teacher and his function, and will tend to make his function an object of ambition rather than of avoidance. This, with time, will undoubtedly attract a better supply of pupil-teachers to the profession. Still, however, the main obstacle to their steady recruiting and good training remains unaffected—the indifference of the principal teacher to seeking them out, taking pains with them, and inspiring them with a zeal for their calling. To meet this it would be very desirable, in my opinion, to stipulate that whenever the managers have to provide a pupil-teacher they should also have to provide a gratuity to the principal teacher for instructing him. The rate of gratuity to the principal teacher, like the rate of stipend

to the pupil-teacher, might be left, as at present, to be settled by the managers. In my district, the Committee of Council having fixed that the teacher should have a gratuity, managers would very generally follow for this the old rate established by the Committee of Council, just as they follow the old rate established for pupil-teacher stipends. It would be well worth while, by a small increase in the rate of the Government grant, and not attaching to the increase such elaborate conditions as those which surround the grant offered by the Minute of February, to facilitate the acceptance by managers of this new rule. In return, the principal teacher should be bound to furnish at least six hours a week of instruction to his pupil-teacher, and this should be, as formerly, instruction given with his attention undivided, and not amid the distractions of a night school.

State of instruction in the schools themselves. Effect of the Revised Code upon it.

To pass from the teachers to the schools. I cannot, with the recollection of the continental schools, and of what the schools of my district formerly were, fresh in my mind, say that the operation of the Revised Code has been in my opinion good for the schools if not for the teachers. My colleague, Mr. Bowstead, says in his last report that on his best schools the Revised Code has produced little or no effect; on the great majority of his schools, which were neither very good nor very bad, it has produced an unfavourable effect; on his worst schools it has produced a good effect. In the best schools in my district the decay and discouragement of the teaching staff has not been without some bad effect on the school. I agree, however, with Mr. Bowstead that the instruction in these schools is in great measure independent of Government action, and is maintained at a high standard by the demands of the parents, in general of a class quite removed from poverty and fairly intelligent. I agree with him that in the majority of schools, neither very good nor very bad, the instruction has sensibly deteriorated. I hesitate to agree with him that even in the worst it has improved. In these schools the children's irregular attendance and premature leaving are and were the great causes of the school's badness, and not the insufficient attention paid to the younger children by the teacher. Children brought back for examination after a two months' absence fail, and children who have attended very irregularly fail, whatever care the teacher may have bestowed on teaching them; and meanwhile the better instructed top class, composed of children who stayed long enough to profit by careful teaching, who received this teaching, and who became, when they left school, a little nucleus of instruction and intelligence in their locality, has for the most part disappeared. The truth is, what really needed to be dealt with, in 1862 as at present, was the irregular

attendance and premature withdrawal of scholars, not the imperfect performance of their duties by the teachers; but it was far easier to change the course of school instruction and inspection, and to levy forfeitures for imperfect school results upon managers and teachers, than to make scholars come to school regularly and stay there a sufficient time.

Changed character of inspection.

The mode of teaching in the primary schools has certainly fallen off in intelligence, spirit, and inventiveness during the four or five years which have elapsed since my last report. It could not well be otherwise. In a country where everyone is prone to rely too much on mechanical processes, and too little on intelligence, a change in the Education Department's regulations, which, by making two-thirds of the Government grant depend upon a mechanical examination, inevitably gives a mechanical turn to the school teaching, a mechanical turn to the inspection, is and must be trying to the intellectual life of a school. In the inspection, the mechanical examination of individual scholars in reading a short passage, writing a short passage, and working two or three sums, cannot but take the lion's share of room and importance, inasmuch as two-thirds of the Government grant depend upon it; yet I find, from tables drawn up for me with great care by my valuable assistant, Mr. Healing, that of this examination, into which, in schools like British and Wesleyan schools where the religious instruction of the children is withdrawn from inspection, the whole inspection tends to resolve itself, more than 49 per cent. of the children in average attendance in the schools inspected by me this last year had no share. More than 14 per cent. of the children in average attendance were under six years of age, and therefore not examined for the grant; more than 27 per cent. of them did not appear on the capitation schedule at all, not having attended school often enough; there are left, therefore, as subjects of examination, not more than about 58 per cent. of the scholars. The inspection, therefore, is not now that stimulus to the whole school which it was when a proportion of each class, picked at random by the inpector, were freely examined by him.

Elementary instruction not improved by the change.

In the school teaching the decline of intellectual life caused by a more mechanical method of instruction shows itself in increasing weakness in even those very matters which our changes were designed to revive and foster. In my district the proportion of children presented in the three higher standards, and doing their work, therefore, on paper, and that presented in the three lower standards, and doing their work on slates, were as nearly as possible the same last year as the year before. Just 27 per cent. last year were in paper-work, and 73 per cent. in slate-work; the year before, 26·7 per cent. were in paper-work, and in slate-work 73·3 per cent.

The proportion, therefore, remained as nearly as possible the same; but I find that whereas of the children presented in paper-work only 14·9 per cent. failed the year before last, 18 per cent. failed last year. Among the children presented in slate-work the increase in the rate of failure is smaller, but an increase there is; 10·8 per cent. failed the year before last, 11·2 per cent. last year. The total rate of failure, which the year before last was 11·9 per cent., rose last year to 13 per cent.

Higher instruction much injured. Uselessness of mechanical contrivances for restoring this. More free play in teaching and in inspecting wanted.

Meanwhile, the matters of language, geography, and history, by which, in general, instruction first gets hold of a child's mind and becomes stimulating and interesting to him, have in the great majority of schools fallen into disuse and neglect. The Minute of last February, which makes them subjects of a grant-bringing examination, has, by recalling attention to them, made manifest into what decay they had sunk. That Minute is, in my opinion, chiefly valuable as an indication to school managers and school teachers that the Education Department thinks these matters of importance. The grant is so trifling, and is saddled with such conditions, that many of the schools in my district decline, as I have said, to avail themselves of it. But even if they availed themselves of it, I doubt whether a decline of intellectual life, itself due chiefly to the mechanical mode of examination the Revised Code has introduced, can be well cured by a palliative, which, while it extends the examination beyond the elementary matters, yet arranges it, for the higher matter as for the elementary ones, in such a way as to give it the character of an intricate and mechanical routine. More free play for the inspector, and more free play, in consequence, for the teacher, is what is wanted; and the Minute of February with its elaborate mechanism of the one-fifth and the three-fourths makes the new examination as formal and lifeless as the old one. In the game of mechanical contrivances the teachers will in the end beat us; and as it is now found possible, by ingenious preparation, to get children through the Revised Code examination in reading, writing, and ciphering, without their really knowing how to read, write, or cipher, so it will with practice no doubt be found possible to get the three-fourths of the one-fifth of the children over six through the examination in grammar, geography, and history, without their really knowing any one of these three matters.

The notion of *payment by results* well fitted to catch the public fancy, but not on that account sound.

I observe one or two of my colleagues say in their reports that school managers get pleased with the new mode of examination, and with the idea of payment by results, as they become familiarized with it. I think this is very true; the idea of payment by results was just the idea to be caught up by the ordinary public opinion of this country and to find favour with it; no doubt the idea

has found favour with it, and is likely, perhaps, to be pressed by it to further application. But the question is, not whether this idea, or this or that application of it, suits ordinary public opinion and school managers; the question is whether it really suits the interests of schools and of their instruction. In this country we are somewhat unduly liable to regard the latter suitableness too little, and the former too much. I feel sure, from my experience of foreign schools as well as of our own, that our present system of grants does harm to schools and their instruction by resting its grants too exclusively, at any rate, upon an individual examination, prescribed in all its details beforehand by the Central Office, and necessarily mechanical; and that we have to relax this exclusive stress rather than to go on adding to it. The growing interest and concern in education will of itself tend to raise and swell the instruction in the primary schools; if we wish fruitfully to co-operate with this happy natural movement we shall, in my opinion, best do so by some such relaxation as that which I have indicated.

Compulsory education.

Throughout my district I find the idea of compulsory education becoming a familiar idea with those who are interested in schools. I imagine that with the newly awakened sense of our shortcomings in popular education—a sense which is just, the statistics brought forward to dispel it being, as every one acquainted with the subject knows, entirely fallacious—the difficult thing would not be to pass a law making education compulsory; the difficult thing would be to work such a law after we had got it. In Prussia, which is so often quoted, education is not flourishing because it is compulsory, it is compulsory because it is flourishing. Because people there really prize instruction and culture, and prefer them to other things, therefore they have no difficulty in imposing on themselves the rule to get instruction and culture. In this country people prefer to them politics, station, business, money making, pleasure, and many other things; and till we cease to prefer these things, a law which gives instruction the power to interfere with them, though a sudden impulse may make us establish it, cannot be relied on to hold its ground and to work effectively. When instruction is valued in this country as it is in Germany it may be made obligatory here; meanwhile the best thing the friends of instruction can do is to foment as much as they can the national sense of its value. The persevering extension of provisions for the schooling of all children employed in any kind of labour is probably the best and most practicable way of making education obligatory that we can at present take. But the task of seeing these provisions carried into effect should not be committed to the municipal authorities, less trustworthy with us than in France, Germany, or Switzerland, because worse chosen and constituted.

I think high school fees in elementary schools a check to popular education, and steadily to be discouraged. In Prussia the average fee for a scholar in these schools is about a penny a week. In France the average fee is higher, I believe, than in any other country—as high as fourpence a week. But a large number of children receive free schooling by virtue of having their names entered on a list of indigent children which the authorities of every commune have to make. It is found that many parents strongly object both to the high rate of school fee and to having their children placed on the indigent list, and they do not send them to school at all. The French Minister favours the plan of making the schooling free for all, not as paupers, but as taxpayers. The Prussian plan, however, of exacting a small school fee seems to me preferable, but it should be a small one. The foreign plan of making school fees payable in advance, either monthly or quarterly, has unquestionable advantages; it is far too little followed in this country, and the Education Department would do well, I am sure, to promote it by all the means in its power. The system of weekly payments joined to the touting of rival schools for scholars, and joined also, I must say, to the pernicious notion fostered among parents by our present mode of making our grants, that a child confers a favour on the school managers by earning money for them; all these combine to create an insecurity in our elementary schools, a slightness of hold upon the school children, and an inversion of the proper relations between them and their teachers, which has no parallel anywhere else. It has occurred to me that it would be well if the Education Department were to make a stand against this baneful state of things by refusing to pay grants to an aided school which admits children removed on frivolous pretexts from another aided school in the same place; the inspectors being directed to receive complaints of such improper admission, and to forward them, with their own comments, to the Council Office. School fees.

With the increase of schools, the supply of books designed to meet the requirements of the examination instituted by the Education Department increases, and becomes a lucrative and important business. These books are very often compiled by persons quite incompetent for the undertaking. It seems to me very desirable that the Education Department should here, as in other countries, exercise some control over school books in aided schools; and all the more so because, with our present system of grants, these books profess to be in immediate correspondence with our requirements. It is very usual for the scholar to have to purchase his reading book, which is often the only book of secular literature in his possession; it is important to do what we can to ensure its being a good one. Perhaps it may be permitted to an ex-professor of poetry to remark that in general the choice of poetry in these School books.

books is especially bad; I print in a note* a specimen of popular poetry from the 5th Standard book of a series much in vogue. In the 5th Standard the scholars have, as is well known, to read poetry aloud for an examination. When one thinks how noble and admirable a thing genuine popular poetry is, it is provoking to think that such rubbish as this should be palmed off on a poor child for it with any apparent sanction from the Education Department and its grants.

Need of some control and selection.

In this country, where little importance is attached to the science of public administration, a public department is apt first to attempt to exercise a critical function with insufficient means, and then, when the result appears unsatisfactory, hastily to retreat altogether from exercising it. The better way, perhaps, would be to exercise it properly. Nothing is more remarkable in the school administration of Germany than the care with which every branch is confided to experts, and experts of recognized expertness. The control of school books and school examinations in literature is there strictly given to persons of proved qualifications in letters; the control of school books and school examinations in the mathematical and natural sciences to persons of proved qualifications in those sciences; and so on. It would surely be well if we followed this example, instead of either exercising this control with imperfect instruments, or abandoning it altogether, and suffering private speculation to have unchecked play.

Advantage of public schools as compared with private.

The stamp of plainness and the freedom from charlatanism given to the instruction of our primary schools, through the public character which in the last 30 years it has received, and through its having been thus rescued, in great measure, from the influences of private speculation, is perhaps the best thing about them. It is in this respect that our primary schools compare so favourably with the private adventure schools of the middle class, that class which, Mr. Bright says,

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* My Native Land.

She is a rich and rare land,
Oh! she is a fresh and fair land,
She is a dear and rare land,
This native land of mine.

No men than hers are braver,
The women's hearts ne'er waver;
I'd freely die to save her,
And think my lot divine.

She's not a dull or cold land,
No, she's a warm and bold land;
Oh! she's a true and old land,
This native land of mine.

Oh! she's a fresh and fair land,
Oh! she's a true and rare land.
Yes, she's a rare and fair land,
This native land of mine.

is perfectly competent to manage its own schools and education. The work in the one is appraised by impartial educated persons; in the other, by the common run of middle-class parents. To show the difference in the result, I will conclude by placing in juxtaposition a letter written in school by an ordinary scholar in a public elementary school in my district, a girl of 11 years old, with one written by a boy in a private middle-class school, and furnished to one of the Assistant Commissioners of the Schools Inquiry Commission. The girl's letter I give first:—

DEAR FANNY,

I AM afraid I shall not pass in my examination; Miss C—— says she thinks I shall. I shall be glad when the Serpentine is frozen over, for we shall have such fun; I wish you did not live so far away, then you could come and share in the game. Father cannot spare Willie, so I have as much as I can do to teach him to cipher nicely. I am now sitting by the school fire, so I assure you I am very warm. Father and mother are very well. I hope to see you on Christmas Day. Winter is coming; don't it make you shiver to think of? Shall you ever come to smoky old London again? It is not so bad, after all, with its bustle and business and noise. If you see Ellen T—— will you kindly get her address for me. I must now conclude, as I am soon going to my reading class; so good bye.

From your affectionate friend,
M——.

And now I give the boy's:—

MY DEAR PARENTS,

THE anticipation of our Christmas vacation abounds in peculiar delights. Not only that its "festivities," its social gatherings, and its lively amusements crown the old year with happiness and mirth, but that I come a guest commended to your hospitable love by the performance of all you bade me remember when I left you in the glad season of sun and flowers.

And time has sped fleetly since reluctant my departing step crossed the threshold of that home whose indulgences and endearments their temporary loss has taught me to value more and more. Yet that restraint is salutary, and that self-reliance is as easily learnt as it is laudable, the propriety of my conduct and the readiness of my services shall ere long aptly illustrate. It is with confidence I promise that the close of every year shall find me advancing in your regard by constantly observing the precepts of my excellent tutors and the example of my excellent parents.

We break up on Thursday the 11th of December instant, and my impatience of the short delay will assure my dear parents of the filial sentiments of

Theirs very sincerely,
N——.

P.S.—We shall reassemble on the 19th of January. Mr. and Mrs. P. present their respectful compliments.

To those who ask what is the difference between a public and a private school, I answer, *It is this.*

I have the honour to be, &c.

MATTHEW ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, E. H. BRODIE, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS *inspected by him in* SOUTH LANCASHIRE.

MY LORDS, January 8th, 1868.

Heads of Report.

THE remarks which I have to offer relating to the schools inspected by me during the past year, and other official work within the same period, fall best under the following heads, viz.:—

1. Official work of the year.
2. "Annual grant" day schools.
3. Night schools.
4. "Simple inspection" schools.
5. Assistant teachers, pupil-teachers, &c.

First head: Official work of the year.

On each of these subjects I propose to submit some brief observations, and to begin at the beginning,—

The following statement is a summary of the official work of the year:—Of "annual grant" schools, 132, containing, exclusively of night schools, 204 departments, have been inspected and examined; seven "simple inspection" schools, containing nine departments, have been visited; 12 night schools have been examined, mostly by my assistant, occasionally by myself in conjunction with him; the papers worked at 18 other night schools have been examined by us, the papers themselves being worked under the superintendence of school managers; 16 general examinations of pupil-teachers have been held, and three special examinations for isolated schools where pupil-teachers could not be brought to any local centre. A week was spent in London in November in assisting my colleague, Mr. Bowstead, in the inspection of the Normal schools, and a subsequent fortnight in December in holding the Christmas examinations, including the two days travelling from and back to Manchester; 14 days were given to the revision of papers worked at the Christmas examinations, and two days in travelling to and from the Isle of Man. Saturdays, as usual, except three, which press of work compelled me to give up to pupil-teacher examinations, have been devoted to reporting, correspondence, &c. The remainder of the year has been spent in vacation, without the annual rest and relief of which I should be very ill able to do the work with any elasticity and thoroughness.

Remarks on above statement.

The above work is about as much as, with the aid of a very hard-working and efficient assistant, I am able to get through in the twelve months; to do more would certainly somewhat strain us. When in 1864 I took charge of the district, which had shortly before been curtailed, it was certainly somewhat light, and I was therefore able to give more time to visiting "simple inspection" schools. Since then, however, the net

increase of schools (three or four old ones having been discontinued) has been very large, and now every month, except August, which I reserve for vacation, is quite full. The Minute of last February has also imposed additional work on the inspector—work which will increase, as, on the whole, comparatively few schools claimed the grant under the Minute during the year past, teachers being far from precisely acquainted with the terms of the Minute, and the grant itself being fractional, for a part of the year only.

2. "Annual Grant" Day Schools.

Numbers in schools and examined.

The total number of children present on the day of inspection in the "annual grant" day schools has been just over 37,000; the number actually examined close on 21,000. Grants without individual examination have been paid for about 5,000 infants, after inspection of the infant departments and report thereon. Of the 20,786 children over six years of age there were passed after examination,—in reading, 19,166; in writing, 18,929; in arithmetic, 17,012. Out of 62,358 possible passes, each pupil being examined in three subjects, 55,107 were realized, or, to reduce the numbers to a per-centage, about 88⅓ passed, about 11⅔ children in every hundred failed.

Numbers passed in reading, &c.

Comments.

All the circumstances of schools considered, the irregularity of attendance, changes of teachers, newness of some schools, wretchedness of many homes of the scholars, and numberless other little matters with which every inspector is familiar, the above result is not, *quantitatively* at least, unsatisfactory. Of the *quality* of the work done it is not possible to speak always so favourably. To let children slip and shave through the examination is very unsatisfactory, and yet inevitably many do so. The failures in arithmetic are always most numerous, even in boys' school, but the total of failures is swelled mainly by the girls, who necessarily spend much time in sewing, and are also unquestionably, with very rare exceptions, much less satisfactorily taught in this subject by their mistresses than the boys by their masters. As to the sort of faults in teaching, I do not propose on this occasion to descant on them, for I should be only recapitulating the old matter of former reports. On the whole the numbers passed in my district during the last year show a better per-centage and indicate a progress with which, taking a less sanguine and probably soberer view of the capabilities of teachers and scholars than formerly, I am satisfied. Enthusiasts, and the heaven-born are, after all, rare in any walk of life. There are in my district, perhaps, at most half a dozen rare and extraordinarily good teachers. The great majority do their work in a satisfactory way, with a fair evenness, neither soaring much above nor falling much below a certain standard, which is one far higher

Girls' arithmetic weak, and why.

Result not unsatisfactory.

Separate schools for separate sexes far the best.

than mediocrity. One remark, however, I wish to offer. Though, doubtless, a good deal may be written as to the advantage, theoretically, of boys and girls being taught together in the same schoolroom, still practical results in my district point to a quite opposite conclusion. I have examined in the year 36 boys' schools conducted by masters, 34 girls' schools conducted by mistresses, 81 mixed schools for both sexes under masters, 9 similar ones under mistresses. I have no hesitation in stating that according to the order in which I have mentioned them, so is the relative order of merit and efficiency. In good behaviour, discipline, fruitful and solid results of teaching, to say nothing of the more careful training of pupil-teachers, the separate schools are much the best. In girls' schools especially there is the great advantage that the girls are not disheartened by competition with the boys, with whom they start by no means on fair terms, as so much of their time is necessarily devoted to needlework. The mixed schools under mistresses, nine only in number, and some of the smallest, are fortunately few. They are unsatisfactory, and there is one evil to which they are liable which, if it cannot be quite prevented, might at least be restricted within narrower limits. They are always showing a tendency to become two schools, or perhaps I should more truly say no school at all. The mistress is compelled by circumstances to make her arrangements half for an infant school, half for a girls' school; the result being both discipline far from perfect, and an organization and teaching of a confused and very unsatisfactory type. To some extent this occurs in the least good of the separate girls' schools also, especially where there is no infant school to relieve them of the little brothers or sisters of the older girls. It is obvious that 60 or 70 girls in a girls' school, or the same numbers in an infant school, is quite enough for the energies of any one woman, however clever and active, unassisted by pupil-teachers; and to attempt the management of two such departments jumbled together, and called either "a girls' school" or "an infant school," is to undertake at least twice as much as can be fairly performed.

Mixed schools under mistresses.

Often half a girls' half an infants' school.

Result unsatisfactory.

Infant schools.

I find I have examined 53 infant schools during the year. A few of these institutions are truly excellent; the patience, liveliness, diligence, and ability displayed by the teacher in the use of the ordinary picture cards, ball frame, and various other means for awakening childish curiosity and easily sustaining the attention of the little pupils is beyond all praise. But there are a good many, where the teaching is far too mechanical, and the lessons of a too purely routine character. This is the more to be deplored, because it is at this early age, perhaps as much as any, that the first impressions which a child gets exert so large an influence in shaping the future habits and character. I believe that there is not a more

thoroughly useful institution than a really well conducted infant school; and as children cannot be kept at school after a certain age, say 11 on the average, for there is a terrible falling off after that age, and still worse after 12 and later, it is all the more important to get hold of the children early, and to preoccupy their minds with that which can be both pleasantly instilled and easily received and assimilated. Of course care should be taken that infants are not received too young, and that such a school does not become a mere place for taking care of and nursing babies; but with our system of inspection this is easily guarded against. On the other hand, an ordinary child of three years old is far better at school than idling in the gutters, or already tasting the fatal liberty of the streets, which cause, after poverty and parental indifference, prevents perhaps more than any other the education of so many youngsters. There is room, in my opinion, for many more infant schools in the most populous parts of our large towns; there is also room for more improved teaching in many that now exist.

Social condition of children in "annual grant" schools.

Before dismissing the "annual grant" schools there is one point of much importance relating to them for which I would bespeak a brief attention. It is the social condition of a certain proportion of the children attending them. My work lies almost wholly in large towns, or in the suburbs of large towns, or in manufacturing villages which may be more properly called towns than villages. Pure rural schools I have but two or three, and dismiss them from consideration; I dismiss also all those schools which are obviously free from any suspicion of drawing their scholars from a well-to-do class—such *e.g.* as the Manchester Free School in Jackson's Row, and the Friends' Free School at Liverpool, and a few others—which, from the lowness of their fees, their local situation in a centre of poverty, or the clear intention of their founders and surveillance of their managers, are evidently schools for the poorer classes. Above these, and perhaps next above, may be ranked the factory half-time schools, either composed almost wholly, or from a half to a third of factory scholars. Doubtless both these lads and their parents obtain their living by "manual labour" (Code 1867, Art. IV.), but, both often in receipt of good wages, the question is whether they could not afford to pay higher school fees. The question, however, of school fees is almost always complicated and generally determined towards a low scale by the competition between schools, especially in towns, one of the evils out of not a few others incidental to a denominational system. Thirdly, there is a class of schools, not a small one, that with which I am here mainly concerned, existing mostly in the respectable parts of large towns, where I cannot doubt that a proportion of the scholars are not of the class contemplated

First class of schools really poor.

Above these, stratum of factory schools.

Fees how partly settled.

Third class of schools with a proportion of well-to-do pupils.

as due recipients of the parliamentary grant. Your Lordships indeed are, and have always been, well aware of this fact, to which I do not call attention as to any novelty, but because with all your Lordships' endeavours to fence off this class and prevent them from encroaching on the public charity, no minutes, no rules, no plan hitherto devised, have been really successful in obtaining that result. The supplementary rule 10 does not accomplish it. The persons who are really responsible in this matter, who ought to sift the names of those entered in the examination schedule, and, wherever the case is a doubtful one write in a line with the name under the column VI. the profession of the parent, underlining it wherever they think the case to be one that though *without the letter* of Code, Art. IV. falls *within its spirit*, leaving it with no underlining where the case is plainly *without both the letter and the spirit* of Art. IV., the persons, on whom this responsibility rests, are the managers of the various schools, who, though they receive large grants in aid every year, are certainly not always alive to the importance of closely examining the different names. I do not for one moment say the examination is consciously a dishonest one, even where, as is not seldom the case, the teacher has a direct interest in the amount of the grant, part of his salary being paid out of it, but it must have been sometimes done so perfunctorily as to amount to—well, a sham! I have known one or two very flagrant cases indeed, and called attention to them at the time. Should your Lordships wish to undertake any further means for arriving at the much-to-be-desired truth in this important matter, I shall be so far happy to assist by ranging under three lists all the schools in my district, according as they fall under one of the three classes indicated above, by way of an initial step for separating off into easily defined gronps three very different types of elementary schools, considered purely on the social side.

Managers of schools not always sufficiently careful to examine names on examination schedule.

Meantime I venture to suggest that wherever the parent of any child can be reasonably expected to pay 7*s.* a quarter for his child's education, no grant should be paid by the State for such child. At present the limit suggested in the 10th "supplementary rule" is 9*d.* per week, a limit, I speak with all deference, that has always seemed to me too high, for unless it deduct some five or six weeks for vacation in the year (I am not aware whether it does so or not) it will reach to 39*s.* in the year. I base my suggestion of 7*s.* a quarter, or 28*s.* a year on the fact that the total cost of education per head in my district for the past official year has been 1*l.* 7*s.* 4¾*d.* I have no means by me of comparing this amount with the average of former years, nor of ascertaining how it tallies with the general rate all over England; but presuming, merely for the argument, that it is generally the

Suggestion.

Its basis.

same, it would seem to me to point towards lowering the limit in supplementary rule from 9*d.* to something under 7*d.*, or to the quarterly payment mentioned above. Not only is the evil great in itself that the State should pay in cases where it ought not to pay, but the indirect tendency of such payment is worse. Such payments being made, there are plenty of well-to-do parents in the middle classes to take advantage of them, excusing themselves (if indeed ever called upon for an excuse) by the common example of their neighbours, by the fact that they subscribe to the school, which is not always the case, or by the rottenness of existing middle-class schools, which, alas! there is too much reason for believing. Teachers on the other hand are of course only too glad to fill their schools with such children, taking care to keep them down to a fee under 9*d.*, how much under it is very difficult indeed accurately to establish, and profiting by them in every way, first by the larger school fee, next by the Government grant, pecuniarily therefore in the first instance; secondly, by the great benefit of attracting to their school pupils from decent and comfortable homes, far easier to manage, quicker to learn, and surer to pass in the examination. And to this last cause, among others, I cannot but mainly ascribe the unquestionable failure of the Manchester "Education Aid Society," composed of gentlemen of every shade of religious and political feeling, actuated by the purest benevolence, and bent on sending to *inspected Government* schools all those children, whose parents could be proved satisfactorily to them to have no means of educating them. I do not say that the officers of the society have not been occasionally deceived as to the resources and means of the parents. I know cases, on the contrary, where they have been flagrantly taken in. But the main cause of the failure is this: only in those schools which were poor, such as Roman Catholic schools in a low quarter of the town, was it worth while for committees or teachers to co-operate with the society. In most cases the "education aids" were not welcomed by the teachers. They looked askance on children for whom, while their truancy, their raggedness, their roughness, their rawness, and their utter ignorance demanded much greater efforts of patience, kindness, and all the resources of the humanest and cleverest teacher, they were paid infinitely less. And they acted with good sense and according to human nature; for, if they could not assimilate the ragamuffins and the genteel, they were creating a school within a school, a bad one inside a good, when the latter would have to give way, and therefore they wisely excluded the ragamuffins, or took very little trouble about them. So strong indeed is the tendency under the present system for the better class of schools to keep their pupils select that at

Evil of paying grants for children well-off great, but indirect tendency leads to still worse results.

Manchester "Education Aid Society," its instructive failure.

Half-time scholars turned

of a Wesleyan school at Bolton.

one of the Wesleyan schools in Bolton they not long since turned adrift all the half-time scholars, who took refuge in the British school, and temporarily deranged not a little the organization of that institution, a strong proof of the dislike of managers and teachers to admit scholars who are under any social disadvantage and least likely to show well in the annual examination.

I have entered on this topic only so far as it has fallen under my notice officially. To suggest a remedy is a harder task, which I gladly leave to wiser brains than mine. The matter is unquestionably urgent and of increasing urgency.

3. Night Schools.

I regret that I have myself during the past year seen practically so little of night school work, but the work by day and on returning home has been unusually heavy, and I have suffered so much from repeated colds that I have been obliged to delegate the work to my assistant, or permit the managers to conduct the examination without dropping in on them, as the Minute suggests, unexpectedly, as I twice did in former years. Thirty examinations have been held with results not very discrepant from those of the day school examinations, the proportion of passes in reading being, however, somewhat higher. The numbers examined were 1,880, of whom passed in reading 1,762, in writing 1,661, in arithmetic 1,554, the latter subject being, as in the day schools, conspicuously the worst. The passes amount to as much as slightly over 88 per cent., a result arising clearly from the greater number passed in reading, as there is very little difference between day and night school in the numbers relatively passed in the other two subjects. At first sight this may seem to suggest a presumption that the managers, who when they conduct the examination mark the reading, the two other subjects being worked on paper and the papers forwarded to the inspector to be marked by him or his assistant, are not severe enough in their test. But from what I have seen of night schools I believe that the explanation really lies in the fact that there are no young children in night schools painfully learning the alphabet. Of course there are a certain number of neglected boys and girls in Standard I., but not a large number, never approaching in number to a large Standard I., which in an average day school always contributes a certain number of failures.

Results of night school examinations.

Larger percentage pass in reading,

Why?

4. Simple Inspection Schools.

Of these I have only been able to visit such as imperatively called for a visit, with a view of being turned into "annual grant" schools. But of the few (seven) visited, only three will at present be able to become such. Two of the remain-

ing are ragged schools with unsuitable premises, not able to adjust themselves to the requirements of the Minutes. Of the two others, the teacher in one hopes to sit for certificate next December, and if he is successful the school would then become an "annual grant" school. As to the seventh school, it is still taught by a very ignorant and untrained mistress, though what she teaches is not easy to discover, in very poor and ill-arranged premises, the managers having followed out no one of my suggestions, nor complied with one single requirement of the Code as to desks, apparatus, registers, log-books, and the commonest necessities for school work.

5. Assistant Teachers, Pupil-teachers, &c.

Male pupil-teachers becoming extinct.

Assistant male teachers are rapidly taking the place here, as elsewhere, of the male pupil-teacher, who is now not easily to be got; nor will the Minute of last February, with all its helps, enable managers to get him. Its advantages are too remote, prospective, and contingent; wages, on the other hand, are immediate and good in this neighbourhood. If assistants should take their place I should not regret the change. They are steadier workers, and the experience they gain under good masters very valuable. But unfortunately they are a fickle set, constantly changing from one school to another. As a body I am very fairly satisfied with the pupil-teachers in this district. In really good schools they are remarkably well trained, teach very briskly and thoroughly, and do good examinations. The great intellectual fault of them, as a body, is their defective power of expressing themselves well and clearly, either orally or on paper. This, after all, is a fault of youth in every rank, in our public schools, no less than in our elementary; but the tendency of public school education, with all its defects and egregious shortcomings, is to correct it, whereas there is little such chance for pupil-teachers in the one hour a day they give to their studies, and with all their other work one hour a day spent in study is as much as can be healthily exacted from them. But a more serious evil still is that in their case those, who ought to correct their deficiency and impart some power of expression, are often ill able to do so. Too many of the certificated masters either have false standards of taste, or they are very little conscious of their own defects, and sometimes by the example of their own pronunciation and phraseology undo any good their lessons in grammar may effect. The repetition, now a part of the pupil-teacher's examination after the first year, is, as a rule, poorly done. It is not *known*, which, considering the time allowed to prepare it and the little required, is inexcusable. One would suppose it was learnt at the beginning of the year to be then dismissed and forgotten by the end of it. But it is even less *understood*. Very common words

Defective powers of expression.

Repetition ill done.

Not known, less understood.

cannot be explained in ordinary paragraphs; the beauty, the grace, the peculiar appropriateness, and happy selection of poetic language is wholly lost, unless the training be, as it is in a few choice schools, unusually excellent, or the pupil-teacher, by a most uncommon chance, one of nature's rarities. Thus the benefit of a very valuable exercise is too often lost.

Needlework. As I have had some difficulty in estimating the needlework of female pupil-teachers for the different years, some Liverpool ladies kindly consulted for me, and wrote out the following syllabus as one which might very fairly be used as a test of progress in the different years, beginning with the candidate:—

Needlework syllabus for female pupil-teachers.

Candidate	-	Shirt-sleeve.
First year	-	Plain chemise and knitted sock.
Second „	-	Linen ditto and darned stocking.
Third „	-	Plain night-dress, socks knitted and darned.
Fourth „	-	Calico shirt, stocking knitted and darned.
Fifth „	-	Linen ditto, stocking knitted, darned, and marked.

Patching, mending, &c. to be required in all years.

This syllabus I have sent generally round, not, of course, insisting rigidly on it, but by way of guidance for a mistress, and as supplying something more or less definite for her to set before her pupil-teachers. As a general rule, however, the needlework of pupil-teachers is good.

I have the honour to be, &c.

E. H. Brodie.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, D. R. FEARON, Esq., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* ANGLESEA, CARNARVON, DENBIGH, FLINT, MONTGOMERY, MERIONETH, CARDIGAN, RADNOR, PEMBROKE, *and* CARMARTHEN.

MY LORDS, Chester, Christmas 1867.

I HAVE the honour to present my report on the elementary schools visited by me during the official year ending September 30th, 1867, within the above-named district. This district was assigned to me in September 1864, and has therefore been now three years under my charge, but, owing to circumstances with which your Lordships are acquainted, this is the first occasion on which it has been possible for me to make a report on its condition.

I.—SCHOOLS UNDER UNCERTIFICATED TEACHERS.

I. Schools under uncertificated teachers.

The number of schools in this district, which, though liable to inspection on account of building grants, are not in receipt of annual grants, is extremely small. According to the official list furnished to me when I took charge of these 10 counties, the total number of such schools is only 10. In other words, almost all the schools towards the erection of whose buildings aid has been granted by the department are now in receipt of annual grants. On this account, and also because of the heavy pressure of work in this district, I have not during the past year visited any school under an uncertificated teacher, except when such a teacher was proposing to undertake the certificate examination, and it was therefore necessary to visit his school under Article 72 *b* 2. During the year I have visited 11 such schools whose teachers desired permission to undertake the certificate examination. Nine of these teachers were men and two were women, and the schools of which they were in charge were all small rural schools. The two women had been pupil-teachers, and were doing their work well. Their scholars were all very young, very rustic, and very shy and timid; but they were fairly well taught in the elements, including arithmetic, and kept in good order.

Small number of simple inspection cases in this district.

Schools visited under Art 72 *b* 2.

None of the nine men had been pupil-teachers or had had any training. The discipline in one out of these nine schools was good, in six was fair, and in two was bad. The examination in the elements was, considering the age of

the children, and their ignorance of English, very fair in four of them, fair in two, and moderate (the weakest point being arithmetic) in three of them. Very little higher work beyond the elements of reading, writing, and arithmetic was done in any of the nine.

II. Schools under provisionally certificated teachers.

II.—Schools under Provisionally Certificated Teachers.

Three years of inspection among British schools in Wales have fully confirmed me in the impression I derived from my experience among National schools in Cumberland and Westmoreland (and which I expressed in my report on these schools published in the Blue Book for 1864–5, page 55), that the use of provisional certificates is a really valuable discovery for the benefit of small rural schools. I have now before me the cases of several schools in remote rural districts which, having secured the services of trained and certificated teachers, either failed to retain them after two or three months' trial, or did not pass a good examination before the inspector. The reasons were obvious, the work in such schools is of so humble and elementary a character, the society is so uninteresting, the support to the school is derived from such precarious sources; in short, the present comforts and the future prospects are so slight that a trained and certificated teacher feels that he could obtain more suitable and congenial work elsewhere. He therefore either leaves the school, or, if he stays, his heart is not in the work, and the school does not do well at the inspection. In two schools where such failures occurred, the managers, acting under judicious advice, obtained the services of provisionally certificated mistresses. At my next visit to these schools I found them both doing very well; one school was particularly well filled with pupils of both sexes, some of them being boys above 12 years old. The mistress had them perfectly under control, marched, drilled, and commanded them with quiet but decided authority, and at the close of the day questioned a large class in geography with so much spirit and good sense that, although I have always been an advocate for the employment of women as teachers, I was fairly surprised. The mistress told me she had only once had a difficulty. It was with one of the older boys, but the managers supported her and expelled the offender. Since that the managers told me she never had the smallest difficulty in keeping order. My own observations fully confirmed this statement.

Success of such teachers in small rural schools.

An example of the success of a provisionally certificated mistress.

Notes of inspection of schools under provisionally certificated teachers.

There are at present in this district 12 schools conducted by provisionally certificated teachers. The following notes of my last inspections of these schools will show something of their character and condition.

TABLE I.

Number.	Teachers, whether Master or Mistress.	Where apprenticed.	Amount of Teacher's Income for the Year. £	s.	d.	Average Attendance of Scholars.	Number of Scholars present at the Inspection. Boys.	Girls.	Total.	Discipline.	Results in Examination in the Elements. Number presented.	Maximum Number of Passes that could have been obtained.	Number that was obtained.	General Conclusions.	Additional Remarks.
1	Master	Pontygof, B.S.	60	0	0	66	36	49	85	Good	69	207	181	Reading, weak	No higher subjects.
2	,,	Sirhowy ,,	35	0	0	57	33	32	65	Good	41	123	105	Arithmetic, weak, otherwise good.	Grammar and geography remarkably good.
3	,,	Bangor ,,	48	7	8	55	31	29	60	Fair	44	132	83	All subjects rather weak, especially arithmetic.	No higher subjects.
4	,,	Brynmaur ,,	10	0	0	51	52	30	82	Good	40	120	114	Excellent	School only open six months.
5	,,	Beaufort ,,	69	11	6	85	77	57	134	Fair	56	168	150	Good	Grammar moderate.
6	Mistress	Dowlais ,,	27	0	0	54	27	18	45	Good	30	90	80	Arithmetic, weak, otherwise good.	No higher subjects.
7	,,	Beaufort ,,	25	12	9	32	20	23	43	Fair	20	60	42	Arithmetic very weak, otherwise fair.	No higher subjects.
8	,,	Sirhowy ,,	12	0	0	43	45	33	78	Good	38	114	92	Arithmetic, weak, otherwise good.	School only open three months, grammar and geography well begun.
9	,,	Ebbw Vale ,,	10	0	0	35	34	15	49	Fair	31	93	87	Very good	Grammar, goo
10	,,	Llynfi Vale, Maestg, B.S.	33	11	7	41	38	33	71	Good	33	99	68	Arithmetic and reading, weak, otherwise fair.	Geography very fair.
11	,,	Hafod Copper Works, B.S.	65	0	0	44	42	24	66	Good	37	111	109	Excellent in every respect.	Geography well begun.
12	,,	Neath ,,	60	0	0	72	46	36	82	Fair	58	174	148	Arithmetic, weak, otherwise good.	Geography and grammar very fair.

From this table it appears that the number of children presented for the elementary examination in these 12 schools was 497, that the maximum number of passes which these scholars could have collectively obtained was 1,491, and that they actually obtained 1,259 or 84·43 per cent. of the maximum. This result when compared with that obtained by certificated teachers, whose schools were tried by exactly the same standard, is very encouraging, and is a proof of the usefulness of this class of provisionally certificated teachers. (See Table II.)

III. SCHOOLS UNDER CERTIFICATED TEACHERS.

III. Schools under certificated teachers.

(*a.*) *Principal Teachers.*—Most of the certificated masters in charge of British schools in this district have been trained. Bangor normal school has provided the majority of them, and next to that the British and Foreign School Society's normal school in the Borough Road. Some also have been trained in Church of England normal schools, such as Saltley, St. Mark's Chelsea, Cheltenham, Carnarvon, and Carmarthen. A few have been trained in the Wesleyan normal school at Westminster, and a few also in the Scottish schools.

(*a.*) Principal teachers. Where trained.

Table II.

Number.	Sex of Teacher.	Where trained.	How long.	In what Years.	Where apprenticed.	Discipline.	Results of Examination in Elements.			Higher Subjects.	Remarks.
							Number presented.	Maximum attainable.	Number attained.		
1	Master	Borough Road	1 year	1860	Hill Street B.S., Leicester.	Excellent	145	435	389	Geography, grammar, and singing, good.	Schools examined on English standard.
	Mistress	Stockwell	1 „	1861	Carmarthen Lancasterian.	„	67	201	184	Geography and grammar, good.	
2	„	„	1 „	1860	Falmouth B.S.	Fair	31	93	81	Very little done	School in very poor locality.
3	Master	Borough Road	1 „	1861	Not a pupil-teacher	Excellent	76	228	206	Geography and grammar, fair.	English standard used.
4	„	„ „	2 „	1863-4	Weymouth B.S.		112	336	303	Geography, fair.	
5	„	Bangor	1 „	1862	Swansea B.S.	Bad	80	240	190	Bad	„ „
6	„	Free Church, Glasgow.	1 „	1847	Not a pupil-teacher	„	93	279	219	Geography and grammar, fair.	„ „
	Mistress	Stockwell	1 „	1859	Stratford B.S.	Good	53	159	96		„ „
7	Master	Borough Road	2 „	1864-5	Helston Wes. S.	Excellent	54	162	153	None	Rural school, very Welsh.
8	„	Bangor	2 „	1865-6	Haverford West B.S.	Fair	74	222	149	„	„ „
9	„	Untrained	1½ „		Truro B.S.	Excellent	159	477	369	Geography, history, and grammar, good.	Welsh standard.
	Mistress	Established Church, Glasgow.	2 „	1861-2	Not a pupil-teacher	F. M.	94	282	202	Geography, fair	„ „
10	Master	Brecon	1½ „	1847-8	„ „	Fair	65	195	146	Fair	
11	„	Untrained			Annan Iron Works	Good	53	159	151	Geography and grammar, good.	Very "Welsh," children unable to understand orders given in English.
12	„	Bangor	2 years	1863-4	Holyhead B.S.	Bad	108	324	245	None	Not done at all well.
13	„	„	1 „	1862	Swansea B.S.	Fair	158	474	389	—	—
	Mistress	Vacant					78	234	163	—	—
14	„	Truro	2 „	1863-4		„	60	180	143	—	—
15	Master	Cheltenham	2 „	1859-60	Lancasterian School	Excellent	155	465	362	Fair	Tone of this school good.
	Mistress	Untrained			Carmarthen School	Fair	95	285	191	Moderate	

TABLE II.—*continued.*

Number.	Sex of Teacher.	Where trained.	How long.	In what Years.	Where apprenticed.	Discipline.	Results of Examination in Elements.			Higher Subjects.	Remarks.
							Number presented.	Maximum attainable.	Number attained.		
16	Master	Bangor	2 years	1862-3	Not a pupil-teacher	Good	71	213	165	None	Bad premises.
17	"	"	1 "	1866	Dowlais B.S.	Very good	76	228	203	Geography, grammar, book-keeping, good.	Very Welsh, taught with great energy and intelligence.
18	"	"	2 "	1864-5	Felinfoel B.S.	Fair	79	237	179	None	Bad premises.
19	"	Chelsea	3 "	1861-4	Not a pupil-teacher	"	98	294	211	Moderate	Master very well paid, and careless, cannot manage pupil-teachers well.
	Mistress	Stockwell	1 "	1861	Llanelly B.S.	Excellent	94	282	236	None	
20	Master	Borough Road	1 "		Not a pupil-teacher	Good	137	411	357	Fair.	
	Mistress	Free Church, Edinburgh.	2 "	1863-4		Very good	66	198	169	Moderate.	
21	Master	Bangor and Westminster.	2 "	1861-2	Denbigh B.S.	Excellent	123	369	239	Pretty fair	Elements too much neglected.
22	"	Borough Road	6 months	1847	Not a pupil-teacher	Moderate	92	276	184	None.	
23	"	" "	1 year	1853	" "	Fair	87	261	219	Moderate	Welsh rural school.
24	"	Saltley	2 "	1861-2	Wem Ch. of England	Excellent	113	339	323	Very fair	Welsh colliery school.
	Mistress	Stockwell	1 "	1859	Not a pupil-teacher	Good	103	309	256		
25	Master	Borough Road	3 months	1844	" "	Fair	62	186	157	Moderate	School in very Welsh country town.
	Mistress	Stockwell	2 years	1864-5	Sirhowy B.S.	Very good	39	117	63	None	
26	Master	Bangor	1 "	1861	Not a pupil-teacher	Good	67	201	164	Very good	Very intelligent teaching.
	Mistress	Glasgow Free Church.	2 "	1863-4	Carmarthen B.S.	"	36	108	91	None	
27	Master	Bangor	2 "	1864-5	Not a pupil-teacher, but monitor in a large school in Lancashire.	Excellent	44	132	104	Geography and grammar, good.	Remarkably well taught little rural school.
28	Master	Bangor	1 "	1860	Not a pupil-teacher	"	90	270	251	None	Welsh colliery school, children very young.
	Mistress	Free Church, Glasgow.	2 "	1863-4	Mold B.S.	Good	72	216	179	Grammar, bad	
29	Master	Bangor	1 "	1859	Denbigh B.S.	Excellent	118	354	285	Fair	

TABLE II.—*continued.*

Number.	Sex of Teacher.	Where trained.	How long.	In what Years.	Where apprenticed.	Discipline.	Results of Examination in Elements.			Higher Subjects.	Remarks.
							Number presented.	Maximum attainable.	Number attained.		
30	Master	Glaszow and Edinburgh.	1½ year	1838	Not a pupil-teacher	Excellent	171	513	456	Fair	Border town school, English standard used.
	Mistress	Free Church, Glasgow.	2 „	1859-60	Wrexham B.S.	Very good	66	198	155	Moderate	
31	Master	Bangor	1 „	1863	Blaena Llangerniew, B.S.	F. M.	87	261	219	None	Rural Welsh school.
32	„	„	3 „	1862-4	Not a pupil-teacher	Bad	49	147	95	„	„ — „
33	„	Borough Road	1 „	1851	„	Fair	50	150	79	„	
34	„	Bangor	2 „	1864-5	Aberdare B.S.	Good	65	195	127	„	Very remote Welsh town school.
	Mistress	Stockwell	1 „	1866	Deiniolen	„	57	171	114	„	
35	Master	Bangor	2 „	1863-4	Rhos - Llanerchrugog N.S.	Bad	44	132	37	„	Country school in Anglesea.
36	„	Carnarvon	2 „	1864-5	Llanfyllin Nat. School	Fair	53	159	102	„	„
37	„	Borough Road	1 month	1844	Not a pupil-teacher	F. M.	183	549	442	Fair.	—
	Mistress	Stockwell	2 years	1861-2	Holyhead B.S.	Fair	130	390	303		
38	Master	Bangor	1 „	1863	Dowlais Iron Works B.S.	„	62	186	117	None.	—
39	„	„	1 „	1862	Holyhead B.S.	Very bad	52	156	89	„	—
40	„	„	2 „	1862-3	Duffryn B.S.	Bad	61	183	96	„	Remote Welsh country school.
41	„	„	1 „	1860	Bangor B.S.	Very bad	72	216	123	Moderate.	—
42	„	„	1 „	1859	Rhos-y-bol B.S.	Fair	72	216	138	None.	—
43	„	„	2 „	1862-3	Not a pupil-teacher	Good	72	216	173	Grammar, good	Slate quarrying school.
44	„	„	1 „	1862	Dolbadarn B.S.	Fair	50	150	73	None	New school premises very bad.
45	„	Carnarvon	3 „	1859-61	Not a pupil-teacher	„	94	282	156	None.	—
46	Mistress	Warrington	2 „	1863-4	Llandudno Infant School.	„	33	99	52		A little Welsh rural school.
47	Master	Bangor	1½ „			„	66	198	173	Moderate	„ — „
48	„	„	2 „	1863-4	Ffestiniog B.S.	Good	71	213	112	None.	
49	„	„	1 „	1859	Not a pupil-teacher	Excellent	66	198	158	Geography and grammar, good.	Excellent Welsh country school.
50	„	„	1 „	1858	Ffestiniog B.S.	Good	62	186	156	Geography, good	Very fair slate quarrying school.

The preceding table gives some particulars concerning 50 schools under certificated teachers in this district. These 50 cases are not selected, but they represent the work of four consecutive months in the year 1867, and the schools are given just in the order in which I happened to inspect them. The four months are chosen because they happen to be months in which I have work both in North and South Wales. These 50 cases may therefore be taken as an average sample of the schools under certificated teachers in this district. The results obtained by these certificated teachers may be usefully compared with those obtained by provisionally certificated teachers in Table I. Wherever it is not specially stated that I adopted the English standard in examining it is to be understood that I adopted the Welsh standard. What is the scope and meaning of these two standards will be explained presently.

Table giving specimens of 50 schools under certificated teachers.

It appears from this table that the number of children presented for the elementary examination in these 50 schools was 5,265; that the maximum number of passes which these scholars could have collectively obtained was 15,795; and that they actually obtained 12,111, or 76·35 per cent. of the maximum.

Pupil-teachers.—I have for some time felt that the training of a pupil-teacher in a Welsh rural school, or in a school in a small rural town, is often of very questionable benefit to the country, and so long ago as 1846, when the pupil-teacher system was newly introduced, it was remarked by Mr. Fletcher, one of Her Majesty's inspectors of British schools in Wales, that managers and masters were desirous to be permitted to employ pupil-teachers in many places where a good training for them was not available. There are no doubt some small schools in which, owing to the energy and vigour of the principal teacher, a fairly good training may be given to a pupil-teacher; but as a general rule this is not the case. Speaking generally, I should almost be inclined to say that none but large town schools and large schools among a mining or manufacturing population can train a pupil-teacher well, and that even among these not every principal teacher is qualified. There is at any rate at least one considerable school in North Wales which seems to have but little success with its pupil-teachers. The majority of them do not continue in the profession when their apprenticeship is expired, and some of them who do so are among the most unsatisfactory certificated teachers that have come under my notice.

Pupil-teachers.

The training of pupil-teachers consists of two distinct parts, viz., first, the practising the art of teaching; secondly, studying according to the course set forth in the Broad Sheet attached to Article 87 of the Revised Code.

Defects in their training in this district.

I found, on taking charge of this district, that very considerable defects existed in both branches of this training. As regards the first, I found that the principal teachers had not generally any definite system or scale suited to the respective years of apprenticeship, according to which they required their pupil-teachers to practise the art of teaching. The juniors did not receive regular and direct instruction in the methods of handling classes, hearing reading lessons, superintending writing lessons, and teaching the arithmetic to the lower standards; while the practice of requiring the seniors to give collective lessons from notes carefully prepared beforehand, if it had ever been in use, had been abandoned in almost all the schools. On first going round the district I think I only found one school in which the thorough training of pupil-teachers had been kept up. This was the excellent British school at Haverfordwest. The circular which I have now, in conjunction with my clerical colleagues, put forth, and which will be found in the Appendix, is intended to correct this defect.

As regards the second branch of a pupil-teacher's training, I find that the subjects in which the apprentices of both sexes do the worst are grammar, composition, and history.

(*d.*) Registration; and the keeping of logbooks.

(*d.*) *Registers and Logbooks.*—I am not at all satisfied on the whole with the manner in which the registers are kept in this district. I find that in many schools the admission register has not been properly filled up; and I also find that at some schools no efficient means are taken to distinguish the identity of different children of the same name. Few registration questions are more important than this in Wales, because of the paucity of Welsh names. It is very common to find in a small school several sets of children with more than half a dozen in each set having similar names.

Under these circumstances it becomes absolutely essential that the identity of each child should be distinctly marked out in the registers by some additional title, such as A, B, C, or 1, 2, 3. To write John Jones in a Welsh register is perfectly useless unless some other mark be attached to the name. As regards the class registers, if marked by pupil-teachers, they should be most carefully checked by the principal teacher, and no blank spaces should be left opposite the names of children in the daily registration. Some teachers make a dot for presence and leave a blank for absence. Others make a dot for absence and leave a blank for presence. Both methods are objectionable. There should be no blanks until a child is withdrawn. The circular to be noticed presently contains directions to obviate these and other defects in the registration.

The Logbook is, for many reasons, a most valuable guide to an inspector in these Welsh schools. I cannot report many

as well kept. First-rate teachers—that is, those who organize their schools well, take an interest and pride in every branch of their professional duties, train pupil-teachers carefully, secure soundness in elementary knowledge and some advance in higher subjects, and maintain good discipline—generally keep their logbooks well, and I learn much from carefully reading the records of such teachers. Among those whose logbooks are really valuable and instructive I may mention—

Mr. J. H. Gamble, master of the British School, Haverfordwest.
Mr. E. Astley „ „ „ Brymbo.
Mr. E. Jones, master of the Wesleyan School, Bangor.

There are, however, some teachers even in charge of important schools who can never think of anything to record in their logbooks; and there are others who seem to have no sense of discretion as to what they shall enter.

(*e.*) Discipline.

(*e.*) *Discipline.*—A very considerable improvement is required in the order and discipline of many of these schools. There are, I am happy to say, few schools in which the scholars are rude, noisy, and thoroughly disorderly. But there are, on the other hand, few in which the discipline is so good as it used to be in my old district, and the behaviour and manners of the scholars are so proper. Not only is a greater attention to drill, orderly movement, and strict silence in school required among these British schools, but also the children in almost all of them have many bad habits which it would be well that they should correct. Of these the worst and most obvious are, lounging with the elbows on the desks and the feet on the benches, spitting on the floor, standing, when up at class, with their hands in their pockets, coming into school without removing their caps, and scribbling on the walls and doors of the offices and outside premises. This last is a very common defect; and as many teachers tell me that it is impossible to prevent it, I may mention here that Mr. Astley, the master of the Brymbo British school, near Wrexham, a school which is in some respects difficult to govern, and in which this habit formerly prevailed, appears to have completely stopped the practice.

(*f.*) Instruction in the elementary subjects.

(*f.*) *Instruction in the elements of reading, writing, spelling, and arithmetic.*—Before proceeding to report the general results of my examinations in the elementary subjects, it is necessary that I should mention that I do not judge Welsh schools by the same standard that I apply to English schools. The educational condition of Wales is immensely improved in the last 20 years, and the knowledge of English is spreading among the labouring population and the lower middle classes. The parents, and the children themselves, are most anxious to learn it; and it seems probable that

Difficulty felt by Welsh children in

passing an examination in English.

before long all Welsh children over six years old will understand it. But, at present, there are still many localities in Wales where very little English is understood, and where the parents and children never speak it except when they are compelled to do so.

Under these circumstances it would be very harsh to apply the same standard in examining Welsh schools that I have been accustomed to use in examining English schools; and as a matter of fact I have never done so.

All these schools are in Wales; but they are not all "Welsh schools."

Geographically, the schools on which I now report are all Welsh schools. But the expression "*Welsh schools*" may have two meanings. It may mean "schools situated within "the 12 geographical counties of Wales;" or "schools in "which the scholars are the children of Welsh speaking "parents." In this latter sense these schools are not all Welsh schools. There is a small district in Pembrokeshire, within narrow limits round the towns of Haverfordwest, Pembroke, and Narberth, where no Welsh is spoken at all. There are also several other towns, such as Wrexham, in which scarcely any Welsh is now spoken. The schools in such localities as these ought to be, and are, treated by me in my inspections and examinations as if they were schools in England. I adopt, in examining them, what I call "the English standard," a term which I shall presently explain. But these cases are quite the exception in this district. Even in Pembrokeshire, when one travels a few miles from the above-mentioned towns, children and parents are found who scarcely understand a dozen consecutive words in English, and cannot speak half a dozen correctly. Thus, though in the British school of Narberth, I adopt the English standard, yet in the schools of Bryn Seion, Templeton, and Penffordd, which are from three to five miles to the south east, south, and north of Narberth, I find children utterly ignorant of English, and am obliged to adopt the "Welsh standard." So again, though in Wrexham British school I adopt the English standard, yet in Messrs. Darby's colliery school at Brymbo, about two miles from Wrexham, the children are so largely children of Welsh speaking parents, that I find it necessary to adopt the Welsh standard.

In what sort of schools I make use of the "English Standard."

What is the difference between the Welsh and English Standards.

The principal features of the "*Welsh standard*" are these: In *reading* I do not require the children to read with perfect correctness or with intelligence, I am content to pass them if they can decipher the text mechanically, and read intelligibly, though with a foreign accent.

In *dictation* I give only six lines instead of eight; thus making the exercise only three-fourths as difficult as in English standard. The number of errors allowed, is, as will be seen from the circular at the end of this report, the same in both Welsh and English standards; but the quantity

given is less in a "Welsh" school, and thus the liability to error is reduced. I also, in a Welsh school, allow the teacher to read the dictation to the children, under my supervision.

In *arithmetic* I make no difference whatever between a Welsh and an English school; except that I read the sums over more slowly and distinctly, and give them a little more time to take them down in a Welsh than in an English school.

I have already stated that the number of children presented to me for examination on the schedules, during the year, has been more than 10,000. This number does not include those children who were present in the school but who had not attended 200 times, or for other reasons were not presented. I almost always examine these children as well as those who are presented. I do so for several reasons, one of which is, that I may have a comprehensive knowledge of the whole school; another that I may be able to compare the attainments of the children who have with those of the children who have not been present 200 times; and another, that I may not discourage children who have perhaps newly come to school by turning them away. It does not take much more time to examine these children with the others; and by not entirely overlooking this new material of the schools I get a better insight into certain general features of Welsh elementary education. But I do not reckon the results obtained by those children who are not presented in my report on the school.

Results of examinations in reading, writing, and arithmetic.

Of the round number 10,000 given above, 9,466 were examined in schools under certificated teachers. The number of departments inspected under such teachers was 132. Each of these 9,466 children was examined in reading, writing, and arithmetic, and therefore the maximum number of passes that could have been obtained by the 132 departments collectively was (9,466 × 3 =) 28,398. The actual number obtained was 21,629, or 76·16 per cent. of the maximum. It is interesting to compare this result in the elementary examination with the results obtained in the church schools in Cumberland and Westmoreland, during the first year of my inspection under the Revised Code. Singularly enough the number of departments under certificated teachers inspected by me in that year was also 132 (see Blue Book for 1864–5, page 62), but they were not so large as these British schools in Wales. The number of children presented was 7,487, and therefore the maximum number of passes that could have been obtained was (7,487 × 3 =) 22,461. The actual number obtained was 19,350, or 86·14 per cent. of the maximum. The standard on which the 9,466 children have been examined (passed or rejected) in Wales, during the year on which I report, is that given

Comparison of these results with those obtained in my old district in 1864.

in the circular to be presently mentioned. I have used that standard tentatively the whole time I have been inspecting in Wales, and without once deviating from it ever since October 1866. It is, as regards reading, much more lenient than the standard I adopted in Cumberland; as regards dictation, one-fourth easier; as regards arithmetic, very slightly more severe. For, whereas in Cumberland I required one sum out of three right, and the rest right in method, now I require two out of three right, and disregard the method of the third (see Blue Book for 1864–5, page 58).

It will be seen that, tried by this standard, the results in these Welsh schools are just 10 per cent. below those in the Cumbrian schools which I inspected in the first year of the Revised Code.

Reading in Welsh schools.

The *reading* in the Cumberland schools was not good. But it was, of course, much better than it is in Welsh schools. I very seldom find any schools in my present district in which the children thoroughly understand ten consecutive words of what they are reading. I often find children in rural localities, who can read the Welsh Testament well, and who know many verses of it and several Welsh hymns by heart, totally unable to give the Welsh equivalent for the commonest English nouns and adjectives. It cannot be expected that the reading of such children should be anything but mechanical. It is as much as can be required of them if they have surmounted the chief difficulties and anomalies of the English orthoepy, and can pronounce the words intelligibly when they see them in print.

I find that in some schools the teachers expect that I shall call the children up one by one to read to me from a book in my hand. I wish to warn teachers that I cannot allow this mode of examination, except in the 1st Standard. It discourages good class teaching, encourages the children to mutter and to read in a slovenly, indistinct manner, and has many other evil effects. It also prevents my judging whether the supply of books is sufficient. I shall never allow it except in Standard I., where it may be necessary, if the children are very young or backward, to assist them by pointing to the words; but even in the 1st Standard I desire to see the children reading from a book in class and keeping their places. All such arrangements form a part of my means of judging of the order, discipline, and system of a school.

Arithmetic in Welsh schools is not satisfactory.

The *arithmetic* is the worst elementary subject in these schools, and yet it is the one in which comparative backwardness is least excusable in Wales, because the children's ignorance of the English language does not offer so much much obstruction to their instruction in arithmetic as to that in reading or spelling.

Causes of this.

The unsatisfactory results in this subject are partly due

no doubt, to defective power of explanation on the part of the teachers, and partly to the intrinsic difficulty of the subject. But I believe a still greater part is due to the simple fact that *the teachers do not take effective measures to prevent copying.* It is of no use to lecture and caution the children against copying; to represent to them that the practice is dishonourable and injurious to their best interests. Except, perhaps, to a very few bright-minded and noble natures, all such talk is merely sowing the wind. What pupils at Eton or Harrow, passmen at Oxford and Cambridge, candidates for Holy Orders, and examinees all over the world will do if they can, these Welsh children will not be likely to abstain from doing because they are told it is wrong. Unless a habit of not copying has been created in the minds of all the children, and is diligently fostered, it is useless to preach to them against the sin of copying. And how is such a habit to be created? Not by logical conviction, but by exercise. The teachers must make it constantly *impossible* for the children to copy. By so doing they will very soon discover who are the lazy or muddle-headed children who will not or cannot do their sums, but live on the results of their neighbours' labour. If the teacher corrects or gives extra instruction to such children, and also makes it quite impossible for them to derive clandestine help from their schoolfellows, he will soon find their minds beginning to work, and a habit of self-reliance and application will spring up in them all. But he must remember the force of the word *impossible.* He must remember that a child when hard pressed is like the fox in the second Irish Reading Book, "he has ten "tricks, and ten times ten more than you can guess." He can, at a pinch, see many yards, and one glance at a friend's slate will often undo the benefit of an hour's careful teaching, by vitiating the result and concealing from the teacher the the fact that that child has not mastered the subject. Then, when the inspector comes, and takes measures which make it impossible for that child to copy, he breaks down in a manner which perfectly astonishes the teacher.

The only way to secure the habit of not copying in a school is to begin by giving all the children different sums. This can easily be done by a little forethought and contrivance if a sufficient number of examples be prepared beforehand. Then, when a habit of self-reliance has been created by this method, the children may be taught in draughts, standing back to back. Dictation should also be occasionally practised in draughts, the children standing back to back in the same way. It is impossible to prevent copying if children have the same piece of dictation when sitting in the desks. As, however, it spoils the writing if the children are made to work dictation too often in draughts, it is well that the teacher should frequently give out two pieces at once for dictation. This also can be easily done with a little management.

(*g.*) Instruction in higher subjects.

(*g.*) I found the *instruction in the higher subjects*, such as geography and grammar, very much neglected when I took charge of this district, even in schools where some instruction in them might profitably be given.

There are some rural schools in Wales in which it requires the whole time and energy of the teachers to instruct the children in reading, writing, arithmetic, and spelling; and in which collective lessons in geography and grammar are almost entirely labour lost, because even the older children are not able to follow a speaker so as to understand the meaning of what he says in English. In such schools, though I have always inquired for higher subjects, I have never felt it right to enforce them. But in schools where I conceive such instruction could profitably be given, and in every school where there is a pupil-teacher of the third year or upwards, I have always required at least one extra subject to be taught. No alteration, therefore, in my practice was necessitated by the introduction of the Minute of February 20, 1867, which came into actual operation in April of this year, except that it has rendered my examinations more minute, and causes me to conduct them under a greater sense of responsibility. The circular, which I shall presently describe, gives some directions to teachers as to the mode in which I conduct the examination in higher subjects; and I need only add to the information contained there that I always examine the 7th Standard on paper, and that the rest of the children presented in the higher subjects I generally examine orally.

Mode of conducting the examination in the higher subjects.

The oral examination is commenced by the teacher questioning the class for me, while I reckon whether three-fourths are able to answer. As, however, this method is somewhat uncertain, and as, when the class is large, it is sometimes difficult to weigh carefully the quality of the questions and answers while one is trying to reckon the quantity of three-fourths, I generally add to the teacher's questioning an examination of my own, conducted on something of the following plan:—I ask each scholar three questions, two of which are such as he ought certainly to answer with ease if he has any knowledge of the subject; while the third is a little harder. If he answers two out of the three I pass him; if not, I reject him. Then at the end I reckon up the number thus passed, and see if it amounts to three-fourths of the class.

The favourite subjects at present seem to be grammar in boys' schools, and geography in girls' schools.

Suggestions for the improvement of schools in this district.

The greater part of the defects which I have noticed in making my first complete tour of inspection round this district arises, I think, from the teachers not having been aware what would be required of them and their schools at the inspection. Some defects have, no doubt, been caused by laziness, incapacity, or bad health. But I think the greater part of them has been caused by want of definite plan and system in pre-

paring their schools for inspection. To remedy this defect I have, in conjunction with my colleagues, the Rev. E. T. Watts and the Rev. S. Pryce, Her Majesty's Inspectors of Church of England Schools in Wales, drawn up a circular which we are about to issue to the managers of all schools in our respective districts.

Circular drawn up by the Church inspectors and me.

Our object in issuing this circular is twofold.

Reasons for issuing this circular.

First.—To secure that the provisions of the Revised Code shall be strictly carried out with the least possible annoyance to managers and teachers. Thus we recall to their notice certain requirements of the Code, which are sometimes overlooked, and we inform them what is the mode in which we intend to exercise our office in matters which are left to the discretion of Her Majesty's Inspectors. Since, under the Revised Code, the most serious consequences may result to a school from its failing to satisfy an inspector's requirements, it is only fair to managers and teachers that we should let them know what these requirements are.

Secondly.—To secure uniformity of standard in the inspection of Church and British schools throughout that part of Wales with which we are officially concerned. For some time past great complaints have been made by managers, in conversation with us, and in the Welsh newspapers, of the supposed inequality of standard adopted by the several inspectors in these ten counties of Wales. Church schoolmasters have complained that the British schools, owing to my laxity and goodnature, receive their grants on much easier terms than the Church schools do; and British schools complain that I am much more severe than the Church inspectors. Such misunderstandings and complaints are probably inseparable from the denominational system of inspection which is now in force in Great Britain. But in order to check, as far as possible, the prevalence of such misconceptions, Mr. Watts, Mr. Pryce, and I have agreed to adopt an uniform system of inspection and examination in the secular subjects. This system is defined in the circular which will be found in the Appendix, and which has been settled between us after much deliberation, and as the result of our joint experience.*

I have the honour to be, &c.

D. R. Fearon.

To the Right Honourable
The Lords of the Committee of Council on Education.

* I am happy also to add that, since the above was written, Mr. Williams, the new inspector of British schools in Wales, to whom the counties of Montgomery, Merioneth, Cardigan, Radnor, Pembroke, and Carmarthen are henceforth transferred, has joined us in adopting the mode of inspection and examination defined in the circular. So that throughout 10 out of the 12 counties of Wales there will now be an entire uniformity of inspection so far as the secular subjects are concerned among Church schools and British schools.

APPENDIX.

SIR, January 1868.

I BEG to send you the following particulars respecting the inspection of the school for which you are the official correspondent. In so doing, I would remind you that the Articles of the Revised Code will be carefully observed at the inspection. The following hints are only intended to call attention to some important regulations of the Code, which are sometimes overlooked by managers and teachers, to explain points which have been occasionally misunderstood, or to determine matters which are left to the discretion of the inspector.

When you have read this circular, will you be so good as to hand it to the principal teacher of the school for which you are the correspondent. It is important that all teachers should carefully read it; and should also pay attention to the "supplementary rules," a copy of which you will receive with the official notice of inspection.

I have the honour to be,
Sir,
Your obedient Servant,

H.M. Inspector.

I.—ACCOUNTS.

H.M. Inspector is instructed always to report whether the school accounts are properly kept and audited. The books in which they are kept should therefore be shewn to him on the day of inspection, with the signatures of the auditors suffixed.

II.—PORTFOLIO.

The portfolio should be shewn to the inspector on the day of inspection. In this all official letters should be numbered in the order of their receipt and kept in the order of their numbers. A copy of the Revised Code should be procured at the beginning of each year, that the managers and teachers may see what alterations, if any, have been made in it.

III.—REGISTERS.

The registers required are *Class Registers*, and an *Admission Register*.

(1.) The entries in the class registers must be made *every morning and afternoon regularly*, and soon enough after the opening of the school, to secure that each scholar entered as present be under instruction two hours at least in the morning, and the same time in the afternoon.

(2.) Not only should a dot, or some equivalent mark, be made opposite the name of each scholar present; but the letter "a," or some other mark accounting for absence, should also be invariably written in ink opposite the name of each scholar who is absent. Registers should not be marked in pencil.

(3.) The class registers should be made up quarterly; and the number of attendances in each quarter should be totalized at the end of the quarter, and entered at the commencement of the registration for the following quarter; so that the final total number of attendances of each scholar entered in the Examination Schedule may be the more easily certified by the managers and the inspector.

(4.) An admission register should always be kept, in which the date of admission and withdrawal of each child, the age of each child at

admission, the occupation of his parent, and the school, if any, which he previously attended, should be entered.

(5.) If at any time there be two or more children of the same name on the registers of the school, these children should be distinguished from one another by some additional marks or titles, which marks should be affixed to their names in every register or school record in which those names appear. No registers or school records can be considered to be satisfactorily kept, in which the identity of each child is not clearly and distinctly marked out.

IV.—Time Table.

A time table should always be kept and placed on the wall of the schoolroom. In schools where infants are taught in the same department with older children, the time table must shew distinctly what provision is made for their instruction. No grant can be made for any additional subject under the Minute of Feb. 20th, 1867, unless provision be made in the time table for instruction in that subject.

V.—Books.

A sufficient supply of books and slates should always be provided, so that there may be one for each scholar presented on the day of inspection. There should be as least 60 pages of reading in the books of Standard II., containing some words of two syllables not separated by a hyphen.

VI.—Order and Method of Conducting the Inspection and Examination of the School.

(1.) *Inspection.*—On the day fixed for the inspector's visit, the school should, when he arrives, be in its usual order of classes, not arranged according to the Examination Schedule; and the work should be proceeding, and should, after the inspector's arrival, continue to proceed according to the time table. The logbook, registers, portfolio, account-books, managers' returns, and examination schedule, should be lying on the table. No alteration should be made in the ordinary routine of the school until the inspector requests the teacher to make such a change. The order and discipline of the school will be chiefly judged by the inspector from his observation of the working of the school under its own teachers in its regular routine. If, therefore, the managers permit the presence of visitors at the inspection, it is most important that they should request them to be perfectly silent, and to place themselves in such a position as will least interfere with the school routine.

The inspector will endeavour to give the children an interval, and to save them from unnecessary fatigue and excitement. But children should always be cautioned to come to school on the day of inspection provided with food, as the inspector cannot undertake not to detain them beyond their usual dinner hour.

The teachers of needlework to the girls in mixed schools should always be required to attend on the day of inspection. Every girl, above six years old, whose name is on the examination schedule, should produce to the inspector a piece of plain sewing worked by herself. Specimens of mending and darning should also be produced. The inspector may require the girls to sew in his presence.

(2.) *The Schedule Examination.*—When the general inspection is ended, the inspector will give directions to the principal teacher for moving the classes in such a way as to facilitate the schedule examination Silence and obedience will, of course, be required of the children at this

and all other times when they are in school; but some allowance will be made for slight disturbances of order.

Reading must be intelligible to the inspector, when looking at the book in the first, second, and third Standards; when not looking at a book in the fourth, fifth, and sixth Standards. Children presented in the first Standard may read from cards or from books. The inspector will report more favourably of them if they can read from books; but in this case they must be able to find and keep the place as if reading in a class. Except in the first Standard, children will not be allowed to come up singly to read to the inspector, but will be expected to read in their classes. The reading must be audible at a reasonable distance.

Writing.—All children above Standard I., and as many of Standard I. as possible, should be able to write their name legibly. In *Dictation* six lines will be given in a Welsh, and eight in an English, school. The lowest result for a pass in dictation will be regulated as follows:—

Standard III., IV., not more than four mistakes of any kind allowed.
„ V., not more than three mistakes.
„ VI., not more than two mistakes.

The exercises must also be written in a fair hand to ensure a pass. Girls must write a round and not an angular hand.

Arithmetic.—Sums printed in words, not in figures, in order to test Notation, may be given to Standards IV.—VI. The inspector does not bind himself always to give printed sums: he may sometimes dictate them to all the Standards. Children presented in Standards IV.—VI. must be prepared to undertake either method. The sums will always be dictated orally to Standards II., III.

The following will be the knowledge of Notation required in each tandard:—

Standard I., up to twenty.
„ II., up to thousands.
„ III., up to hundred thousands.
„ IV.—VI., up to millions.

Three sums will be given to each scholar in Standards II.—VI., and two out of the three must be worked correctly in order to ensure a pass. In Standard II., the Multiplication Table will also be required. It must not be written, but said orally to the inspector. No slates or scribbling-paper will be allowed to Standards IV.—VI.; but the children may in working sums, scribble and make rough drafts and calculations on the half sheet of foolscap paper which they give up to the Inspector.

VII.—The Examination under the Minute of February 20, 1867.

A copy of this Minute, and of the circular to H.M. Inspectors of May 6, 1867, respecting the administration of it, should be procured and placed in the Portfolio. The selection of the "specific subject of secular instruction beyond article 48" is left entirely to managers. It may, however, be assumed that the subject will, in most cases, be either Modern Geography, English Grammar, English History, Higher Arithmetic, or English Composition.

Those scholars who are presented in Standard VII. will be required to write on paper answers to printed, written, or dictated questions on the subject selected by the managers. The questions in this subject will have a numerical value attached to them; and for a pass in Standard VII., each scholar will be required to obtain at least 50 per cent. of the total value of the questions proposed to him. A reasonable amount of ground must be covered in this subject, such as shall represent a fair year's work. The following would, for example, be considered a reasonable amount for a year's work. In *Geography*—the definitions; a general

knowledge of the Continents, more especially Europe; England and Wales in fuller detail. In *English Grammar*—the definitions, with examples and illustrations, the inflection of the noun and the verb, and the parsing of sentences. In *English History*—the Roman and Saxon periods, or from the Conquest to Henry IV. or from Henry IV. to James I.: the leading dates belonging to the period selected will also be required. If *Higher Arithmetic* be selected, six sums will be set in vulgar and decimal fractions, interest, and discount, four of which must be worked correctly by each scholar. If English composition be selected, each scholar will be required to write in a good hand, with correct spelling and grammar, a plain narrative or letter upon some simple subject of common life, or upon some subject taken from a reading-book with which he is acquainted. This subject will be selected by the inspector.

In whatever subject they present Standard VII., managers should remember that the Time Table must shew that instruction in that subject is given to not less than one fifth of the average number of scholars above six years of age, and that three-fourths of the total number thus instructed must answer satisfactorily questions proposed to them by the inspector. That portion of the scholars thus instructed which is not examined by paper in Standard VII. may be examined orally, whenever the nature of the subject selected by the managers is such as can be handled in an oral examination. The inspector may call upon the principal teachers or pupil-teachers of the third year and upwards, to conduct that examination in his presence.

VIII. Pupil-Teachers.

(1.) *The Medical Certificate* required of candidates for apprenticeship, and of pupil-teachers at the end of their third year, should always be written on a half sheet of foolscap paper.

(2.) *Examinations of Pupil Teachers.*—No slates will be allowed to the pupil-teachers in these examinations; and they are strongly recommended not to make rough drafts of anything at the examinations, except in drawing the outlines of maps.

Those pupil-teachers who are required by the Revised Code to learn Euclid, must be prepared to be examined in it both orally from the black board and on paper.

The specimens of needlework required of pupil-teachers in girls' schools should be of such a size that the inspector can conveniently carry them away with him. Each specimen should have a paper affixed to it, on which should be written the worker's name, age, and year of apprenticeship. The inspector may require the pupil-teachers to work in his presence.

(3.) *Teaching.*—Candidates, and pupil-teachers at the end of their first and second years of apprenticeship will only be required to teach the elements of Reading, Writing, and Arithmetic, and to manage their classes properly. In giving reading lessons they will be expected to be able to question the scholars on the matter and meaning of the text of such reading lessons. Pupil-teachers at the end of the third and subsequent years will be expected to give collective lessons on Geography, Grammar, or some other advanced subject, as well as on the more elementary subjects; and they should offer to the inspector, on his arrival at the school, notes of three such lessons, from which he may select one to be delivered in his presence.

No lesson should be designed to occupy more than 30 minutes in the delivery.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector,* J. G. FITCH, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND *inspected by him in the County of* YORK.

MY LORDS,

I HAVE the honour to present to you my general report for the year 1866–7 on the British and other Protestant schools not connected with the Church of England in the central and southern portion of the county of Yorkshire.

Special circumstances of the year.

Although three years have elapsed since the preparation of my former report, I cannot offer to you the record of so long an official experience as is usually enjoyed by inspectors in the interval prescribed by your Lordships' regulations. During nearly half of this time I was employed as Assistant Commissioner on a special inquiry into the endowed and secondary schools of the county, having been released for this purpose from my ordinary duties an an inspector of elementary schools. The inquiry proved to be far more complex and laborious than the Commissioners anticipated, and the arrears of work and of correspondence connected with it demanded every fragment of leisure I could spare for at least twelve months after my formal engagement with the Schools Inquiry Commission terminated. In these circumstances the attention which I have been able to give to my proper work during the past year has not been undivided.

In my absence the duty of inspecting the schools of the district was intrusted to Mr. Arthur Milman, of whose kindness, insight, and scrupulous fairness, valuable tokens are manifest in every school which I have since visited. I have to express my thanks to the Lord President for appointing one who took so much interest in the work of the schools, and to add that this gratitude is felt no less by all managers and teachers who enjoyed the great advantage of Mr. Milman's wise counsels and efficient help.

Statistics of attendance.

In the year 1863–4, to which my former report referred, I visited 161 separate departments, containing on the day of inspection 22,091 scholars, of whom 11,476 were presented for examination. For the year 1866–7 the numbers were 169 departments, 24,163 children present at inspection, and 13,362* eligible for individual examination. These figures

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* If to these be added 397 scholars who were present at the night-school examination, and whose papers, prepared in the presence of the managers, I afterwards examined, the total number present must be raised to 24,560 ; and the number individually examined to 13,759.

do not however fairly represent the increase in the work of the district. The former estimate included several "simple inspection" cases, five or six night schools which I had personally examined, and three or four considerable schools which I had inspected for one of my colleagues. The latter estimate is limited to those day schools in the district which are in receipt of annual grants.

Proportion of scholars to the accommodation provided.

The proportion borne by the number actually present in the schools on the day of my visit to the number for whom accommodation is provided has slightly improved. My last report showed an attendance of 22,091 in space designed for 28,919, or 76·3 per cent. The figures for the year just ended give 24,174 children in space for 30,391, or 79·5 per cent. The number of scholars *in average attendance*, however, amounts to less than half of the number for whom there is schoolroom accommodation,—a fact well deserving the attention of those who think that the great problem of public education is to be solved by the simple process of providing good schools in sufficient numbers.

Ages of the children in the schools.

The proportions of children in the schools at different ages are as follows. They are computed on the total number of 27,093 scholars now on the registers.

Under 4 years of age,		1,517, or 5·6	per cent.
Between 4 and	5,	2,214, or 8	„
„ 5 „	6,	2,732, or 10	„
„ 6 „	7,	2,762, or 10·1	„
„ 7 „	8,	2,888, or 10·6	„
„ 8 „	9,	2,995, or 11	„
„ 9 „	10,	3,121, or 11·5	„
„ 10 „	11,	3,049, or 11·2	„
„ 11 „	12,	2,670, or 9·8	„
„ 12 „	13,	2,003, or 7·3	„
„ 13 „	14,	799, or 2·9	„
Above	14,	343, or 1·2	„

These proportions very closely resemble those which existed in the district three years ago. Then, as now, the age at which the maximum number was to be found under instruction was between nine and ten, and about one-third of the whole number of the children in the schools were between the ages of eight and eleven. The descent will be seen to be most abrupt after the age of 13, at which point the Factory Act permits children to leave school altogether and to work "full-time."* In so far as there is any difference in the statistics of this year, it is in an unfavourable direction; for the proportion of children above 12 years of age in 1864 was

* It is the universal testimony of teachers that 13 is a very critical age in a school-boy's life, that if he has been fairly instructed up to that point all his instruction begins then to "tell," and that the year from 13 to 14 does more for the development of intelligence than any two previous years. I wish statesmen may find it possible, in regulating the conditions of juvenile labour, to give practical effect to this experience.

12·3 per cent., and has now, as my table shows, diminished to 11·4 per cent.

Proportions of children classed in the six standards.

It may be useful to compare with this statement the proportions of children examined in the various standards. These per-centages are necessarily taken from a much smaller aggregate than those just given; for the total number of children above six years of age who have attended school 200 times in the year, and who are actually presented to me for examination, amounts to less than half of the scholars returned by the managers as "on the books." The children who fulfilled these conditions numbered 13,362, and were thus classified on the examination schedules:—

In the	First	Standard	4,045, or 30·2	per cent.
„	Second	„	3,184, or 23·8	„
„	Third	„	2,662, or 19·9	„
„	Fourth	„	1,929, or 14·4	„
„	Fifth	„	1,028, or 7·6	„
„	Sixth	„	514, or 3·8	„

Thus it appears that the proportion of children presented in the higher standards, IV.–VI., amounts only to 25·8 of the whole number examined. Now as the Fourth Standard represents a very moderate degree of attainment, which every well instructed child of ten years of age ought to reach, it would be satisfactory to learn that the ratio of scholars presented in that and the higher standards corresponded pretty nearly with the number of scholars above this age. The proportion above the age of 10 has, however, been seen to amount to 34·4 per cent. of the whole number of scholars.

Duration of school life.

In computing the period during which children remain in school my calculations are based on the whole number of 20,638 scholars, exclusive of infants, of whose attendance the managers have furnished statistics. Out of this number—

9,275	have attended	school	less than one year.			
4,497	„	„	two years,	and	more than	one.
2,868	„	„	three	„	„	two.
1,779	„	„	four	„	„	three.
1,082	„	„	five	„	„	four.
1,137	„	„	upwards of five years.			

It is easily deducible from this table that the average stay of a child in any given school is slightly less than a year and a half. It would not be fair to assert that this result corresponds to the average total period during which the labourer's child is under instruction, because removals from one school to another are very frequent and capricious, and in great towns, or among a migratory and unsettled population, a child often makes a short stay during his unsatisfactory school life at three or four different places of instruction. As I have no data before me by which to determine how often such removals occur, I make with some diffidence any calculation founded on these returns; but I fear one is

estimating the average school life of the children quite highly enough if it is assumed that every scholar attends during his childhood two schools, and if accordingly the year and half of average attendance in the *one* school be interpreted to mean three years of continuous attendance at *some* school. On this hypothesis the number of children who come up for examination in the higher standards in a given year must be multiplied by three, in order to estimate approximately the number of those who on the present system may be expected to be classed in those standards before leaving school. We thus obtain the following result:—

$[14{\cdot}4 + 7{\cdot}6 + 3{\cdot}8] \times 3$, or 77·4 per cent. of those examined, will ultimately reach the Fourth Standard.

Of these $[7{\cdot}6 + 3{\cdot}8] \times 3$, or 34·2 per cent. of the whole, will reach the Fifth.

And $3{\cdot}8 \times 3$, or 11·4 per cent., will reach the Sixth.

Considering that to pass in the Sixth Standard requires no higher attainments than the power to read from a newspaper with moderate fluency, to write a sentence from dictation, and to work sums up to practice, this result is not one which justifies much boastfulness. It is quite possible for a boy to attain this point, without receiving much intellectual stimulus or exercise; and it is to be feared that even his education, unless supplemented by the evening class, or the people's college, by the Christian institute, or by reading habits, will remain miserably incomplete. Yet anything short of this standard is still more unsatisfactory; and in view of the demand now so loudly made for workmen of higher technical skill, it is melancholy to record that nearly 90 per cent. of our present scholars leave the primary school not only uninstructed in the elements of science, but also destitute of that rudimentary knowledge, without which all future teaching of science, even if it were offered to them, would be well nigh unintelligible.

The teaching in the schools.

These facts do not in any way detract from my estimate of the zeal and faithfulness with which, as a rule, the work of instruction is done in the schools. If the results are less satisfactory than we could desire, it is oftener owing to influences outside the school than to the faults of the teachers. Masters and mistresses alike appear to me to devote themselves with increasing assiduity to the teaching as defined in your Lordships' regulations; and in many cases the personal influence exerted by them on the morals and on the civilization of the communities in which they live extends far beyond all official requirements, and entitles them to the highest praise. On this point I cannot do better than endorse with my full

concurrence the opinion expressed to me in a letter by Mr. Milman, whose testimony is all the more valuable, because it comes from one who looked at the whole subject with fresh eyes and without prepossessions. He says,—

"On a general view it seemed to me that a large, and on the whole satisfactory, amount of good and solid work was being done in a very unpretentious, unassuming manner in the schools. With few exceptions they appeared to me to be conducted both by masters and managers in a fair and honest spirit, with anxious care; and in the single view of furnishing a good and sound education to the children who attended, towards whom they felt that they had an important duty to fulfil. I should find it difficult to express the high opinion which I formed of the good sense, modesty, and self-sacrificing spirit with which many of the schoolmasters laboured in their wearisome and somewhat thankless vocation; and of the rare ability and tact displayed by some of them in the management of children, and in the general conduct of a large school."

Subjects prescribed by the Revised Code.

In commenting on the details of instruction, it seems right to refer in the first place to those specific subjects on behalf of which a special grant is made from the National Treasury, and to state how many of the children passed a satisfactory examination in reading, writing, and arithmetic. In applying the tests described in my official instructions, I have not thought it my duty to be so lenient as during the first year after the enactment of the Revised Code; and accordingly there is a somewhat larger per-centage of failures than I recorded in my former report. I find that out of 13,362 children presented for examination I have passed:—

In reading -	-	12,236, or 91·5 per cent.
In writing -	-	11,856, or 88·7 ,,
In arithmetic	-	10,368, or 77·5 ,,

Reading should be more of an intellectual exercise.

The best reading which I hear is to be found in schools in which it is the practice to accompany every reading lesson with mental exercise of some kind. Good reading depends most of all on the degree of sympathy and intelligence with which the words of a book are uttered; and all the efforts which teachers make to explain the significance and relations of words are found to have a direct and striking influence on the style of the reading. I wish such efforts were more common than they are; and that in the higher classes at least one-fourth of the time assigned to every reading lesson was spent in the investigation of its meaning. I always ask for explanations of such words in the books as are rather literary than colloquial, and endeavour to see whether the scholars can not only translate them into the language of common life, but also employ them accurately in expressing ideas of their own. The result is often very unsatisfactory. The best teachers sometimes connect simple exercises in grammar with the ordinary reading lessons of the higher classes, subjecting a sentence which is difficult of interpre-

tation to a sort of analysis, partly verbal and partly logical, designed to reveal its exact signification and the mutual relations of its several parts. Such an exercise is often followed up by requiring a simple paraphrase, and is of great intellectual value.

Writing.

In writing, notwithstanding the excellence frequently attained, I have often to remind teachers that correctness in detail should precede all attempts to produce general results. They are often impatient of the slow and gradual process by which alone the foundation of a good handwriting is to be secured. Their scholars begin to write words before they can make letters, and sentences before they can write words. I often find children in the First Standard attempting a slovenly small hand on slates which are not ruled: and without any practical acquaintance with the shapes and proportions of single letters. In such schools the evil becomes aggravated in the fourth and higher standards; and as the scholar grows older, and begins to write more rapidly from dictation and in home exercises, his writing becomes smaller and less readable. It is often assumed that if a word is recognizable, *as a word*, it is not necessary that each letter should be properly formed; and by the time a lad reaches the Fifth Standard it is perhaps allowable to attend more to the style of his calligraphy, and to teach him how to write a letter in an easy unrestrained hand. But up to that point I do not like to pass a writing exercise in which any single letter, if separated from its context and placed alone, would not be recognized at once. This test might be advantageously employed by teachers for the copy book writing throughout all the classes; and would, if applied, condemn a great many of the more ambitious exercises, especially in girls' schools. Good and creditable as the writing generally is, it might easily be better, and at a less expenditure of time, if instead of merely setting children down to a copy, and telling them to write, there were more of actual instruction in writing and of critical superintendence during the exercise. Three lines well written, with minute attention to the forms and relations of all the parts of the letters, make a more valuable exercise than the filling of three whole pages of a copy book with hasty scribble.

Arithmetic.

Of arithmetic I have little to add to the testimony given in my former report. In many cases I observe great improvement in the methods of teaching, and in all the good schools it is the invariable practice to illustrate and explain every rule, not only before the working of each new group of sums is attempted, but also at intervals whenever a difficulty occurs. Nothing is more depressing to the intelligence of a child than the handling of figures to which he attributes no

meaning and the employment of rules which he does not understand; yet there are still many schools in which sums are merely regarded as problems to be done, not as exercises to be understood. I know that the hardest of all teaching is teaching to think, and that there is always a temptation to avoid it, or to accept any mechanical substitute for it. Yet if the effort is made it always repays the cost of making it. No little child can learn the reason of the mysterious process in subtraction, commonly known as "borrowing 10," without receiving a lesson in logic, and without having a proportionately brighter intellect to carry to all his other lessons. But because it takes a little time and trouble to effect this, it is rarely done. Teachers find it more easy to take for granted that if the process is used now it will be understood hereafter; or they content themselves with a jargon about "borrowing" and "carrying," which looks like explanation, but which is utterly without meaning. At any rate the number of schools in which any attempt is made to teach the simple truth, that "the difference between two unequal numbers remains the "same, if we add ten to each of them," is very small. In the course of a recent visit to one of the schools of the Christian Brothers in France I noticed that the boys were called up one after another to work a sum on the black-board in the presence of the class, and to account for the reason of each part of the operation. The performance seemed to interest the boys, to quicken their attention, and to impart a good deal of intellectual animation to the whole treatment of the subject. Such exercises, though not rare in our best schools at home, might be increased in number with great advantage.

Effect of the system of individual examination on the schools.

In regard to all the three elementary subjects, further experience serves to show how important and even vital an element in the inspection the practice of individual examination is. By it one is enabled to detect with far less chance of error than by any other method any change or inequality in the character of the teaching. Such changes are far from infrequent. Mr. Milman, who saw many of the schools in this district a second time after a year's interval, testifies strongly to this fact.

"I was struck," he says, "with the extraordinary difference between school and school, and between the same school in different years. This oscillation in efficiency is sometimes very remarkable, and it is in truth disheartening to see the rapidity with which an excellent school can decline—a prosperous well-conducted institution sink into mere feebleness and lifeless incapacity. I often heard attempts to explain away or account for this marked contrast between school and school, perhaps adjoining schools, and between the same school at different periods. Circumstances, unforeseen opposition, peculiar conditions, were alleged; blame or negligence was attributed to parents or children. I confess, however, it seemed to me an invariable rule that anywhere and under

almost any circumstances—of course assuming that proper allowance was made for any real accidental difficulties—a good master would make a good school, would succeed in spite of adverse conditions, and become only the more earnest, resolute, and capable from a sense of hindrances put aside and of difficulties conquered. I failed to discern any difference in the natural powers of children as between district and district, other than might well be accounted for by the judicious or injudicious method by which it had been endeavoured to cultivate or develop their minds."

It is in promptly noting and accurately measuring these fluctuations that the system of individual examination is so valuable. An inspector's general impressions would otherwise hardly fail to be effected by the established character of a school; and he would be liable to conclude too readily, if in its outward aspect and in numbers its condition resembled that of last year, that more minute inquiry would be superfluous, and that its continued efficiency might almost be taken for granted. I have fresh in my memory the case of a large and important school which has for a succession of years received excellent reports. I have just paid it my annual visit. All my prepossessions were in its favour; its order, numbers, and general appearance had undergone no change; yet on examination it was found that there was a very large proportion of failures in the lower standards, and that the teaching, though on the surface as intelligent and life-like as usual, had been very loose and unsatisfactory in two junior classes. Nothing short of the individual examination prescribed by the Revised Code would have so clearly disclosed to me, or enabled me to make so evident to the master, the fault which had crept into one department of the teaching, and which threatened to reproduce itself in the higher classes next year and to infect the entire school. And this is not the only case in which I have had reason to feel thankful that the examination was so definite as to bring conviction at once home to a negligent teacher, and to relieve me of the painful task of imputing censure to him on the sole ground of my personal impressions.

Needlework.

My attention has this year been specially directed to the needlework. There are only 22 out of the 169 departments in my district which are occupied by boys only. In all the rest girls are admitted, and sewing is of course taught, generally with much care and success. The specimens which are prepared for the day of inspection are often very well finished, even beautiful, and I have very rarely to make a *bad* report on the sewing. But I am not perfectly satisfied with the existing arrangements. They seem to me to be far too often dependent on the caprice of parents. I constantly inquire how much time is given to needlework, whether every girl in the school learns it, what kind of work she does, and what arrangement is made for providing proper material if she fails to bring it from home. The answers to these ques-

tions are not satisfactory. In most cases I find that the children bring with them whatever their mothers choose to send; and sometimes it happens that if no work is brought from home a girl neglects sewing altogether for several weeks. In the towns of the West Riding knitted stockings are much worn by the poor, and parents often send the knitting of the family to be done at school. I sometimes find on inquiry that little girls are spending from one-half to three-fourths of the time devoted to sewing in this occupation, and that the mistress has great difficulty in inducing the parents to send anything else. Not unfrequently a good deal of time is spent on "crochet" or showy embroidery, because the mothers like it, and threaten to take away their children if it is not allowed. All this can be easily avoided if two or three ladies will give a little help to the governess,* will purchase a small supply of linen or cotton for practice, and will by their own approval and occasional presence give a sanction to some well-considered and graduated plan of work. In forming such a plan they should remember that the function of the school is to *teach* sewing and knitting, not to subserve the convenience of parents by doing their household work for them. They should determine what proportion of time ought to be devoted by a girl to hemming, darning, mending, stitching, knitting, &c. in order to learn to do them well; and should consider which of these accomplishments is most difficult, and in what order they should be learned. Having done this, they should provide material to be used whenever the work brought from home is unsuitable, and see that the plan is not perpetually interfered with, merely because the mother wishes some particular article to be finished for use. For instance, if it be true, as I am informed, that knitting is an art very easily learned, that, once learned, constant practice is not in any way necessary to keep it from being forgotten, and that the other forms of needlework are five times as difficult and important; then a child should not be permitted to spend more than one-fifth of her available time in knitting, and should lay it aside for something else as soon as she has learned it. On the same principle fancy needlework should be wholly discountenanced in an elementary school. If a girl can do plain work well enough to be justified in attempting what is ornamental, she should devote all the time thus saved to the ordinary studies of the school; and if she cannot, she should practise plain work only. Intellectual culture is,

* Mrs. Titus Salt, of Saltaire, provides material for pinafores and other children's garments, which are made up in the school and sold to the parents at the cost price. This is a special boon to mothers whose children are largely employed, and who are often themselves employed, in factory labour. But the example might well be imitated in other than manufacturing districts.

after all, the main business of a school; and unfortunately it is far less likely to be pursued by girls hereafter at the bidding of their mothers, than the manufacture of anti-macassars and wool mats. I find that even the best governesses are unable to resist the influence of the low and poor ideal of education which the present generation of mothers in the poorer class entertain in regard to their daughters.

Time devoted to it.

It thus happens in an increasing number of cases that I have to complain of the expenditure of too much time on needlework, and of a proportionate weakness in the general culture of the girls, especially in their knowledge of arithmetic. Considering how few are the hours of school life, and how little is done, after all, in the elementary schools to give girls an intelligent interest in reading of any kind, I am sure that an aggregate of five hours a week in ordinary schools, and three hours in half-time schools, if devoted to the *teaching* of needlework, and to so much practice only as is needed to make that teaching effectual, are all that can be legitimately spared. I have noticed, too, that the same amount of time is most economically secured when it is not subdivided too much. Two long afternoons* are worth more than three lessons of two hours each, and still more than an hour every day. Owing to the waste of time at the beginning and end of each lesson in giving out and putting away the work, it is found in practice that short lessons encroach for much longer than their nominal duration on the ordinary work of the school. When I urge these considerations upon mistresses I am sometimes supposed to be discouraging needlework; but if the subject were generally neglected I should adopt a very different tone. The question is one of proportion only, and of the *relative* claims of this and of other studies. It is because in this district the danger does not lie in the direction of neglect, but consists in a temptation to give too much time to needlework, and to spend much of that time unprofitably, that I am obliged so often to make protests. So long as the sewing mistress simply permits the children to do any work which an ignorant or selfish parent may send, the school not only fails to do its duty as a place of education, but abandons its rightful position as an institution for raising and correcting the notions of parents as to what education ought to be.

A sewing school for factory workers.

I may here mention an important experiment which, though not strictly within my official cognizance, is carried on in a schoolroom which I have to inspect. The Mill Street British

* It happens that the most uniformly satisfactory needlework which I have seen this year was produced in a school in which only two afternoons a week are devoted to it, and in which the general attainments of the girls, especially in arithmetic, were unusually high.

school in Leeds is opened on two evenings in the week as a sewing school for girls and young women who are employed in the factories throughout the day. On the night of my visit I found nearly 200 assembled, and I ascertained that this is only slightly above the average attendance sustained throughout the year. The room was warm and cheerfully lighted, and a lady teacher presided at each of the benches and tables to assist the young people in their work, to enter into conversation with them, and to show them how, with the greatest economy to themselves, they might buy materials, cut them out for garments, sew them together, and mend them when worn. There is no direct or formal teaching of any other kind; but it is the custom to read to the whole school from some instructive or interesting book during a great part of the two hours devoted to the work, and the effect of these readings in creating an eagerness for books and an interest in useful knowledge appears to have been very striking. The rules are very simple, and have for several years been found to work well. They are thus described to me:—

"A book is kept in which the name, age, residence, and occupation of each girl is kept when she applies for admission. She also receives a card with her name and number written on it. She may either bring work of her own or order any article of useful clothing, which is cut out and prepared for her against the next night of meeting; it is charged to her at cost price, and when given out the particulars are entered in an alphabetical book, in which she is from time to time credited with such payments as she makes, by instalments of one penny or upwards. When the article is fully paid for she is allowed to take it away. The unfinished work is collected from each table in separate bags, each article being rolled up and tied round with the scholar's name-card. No charge is made for teaching, nor for thread, needles, or tape; and great care is taken that the materials used shall be of good quality, and cut out as economically as possibly."

The managers tell me that from the first they have felt scrupulous accuracy in the school accounts to be of great importance; that a clear and easy system of book-keeping was early devised, and that much of the success of the experiment is due to the perfect faith which the girls repose in its exactness. During one year 1,300 articles of plain useful clothing have been furnished to the girls and their families at a cost to them of 78*l.* 13*s.* The rent of the school and the cost of gas, fire, and of such inexpensive materials as are gratuitously supplied, do not altogether amount to 50*l.* per annum. This sum is provided by a private subscription mainly raised by the members of one family, that of Mr. R. L. Ford, of Adel Grange, Leeds; but it represents very inadequately the personal sacrifices by which the institution is sustained from year to year, and the amount of good which has been effected by it. The moral influence of the constant presence of these ladies among young women of the factory class, and

of the easy, kindly intercourse which goes on at the work tables, can scarcely be too highly valued. No attempt is made to give direct religious teaching, or to convert the school into a propaganda for any particular denomination; but it is the practice, at intervals during the evening, to sing hymns, in which the girls much delight; and each evening's work is closed by the reading of a short passage of Scripture, and by the Lord's prayer. I was very much impressed with the reverence and heartiness with which the girls all joined in this simple service; and not less with their perfectly orderly, yet cheerful and unrestrained, behaviour during the evening's work. After 15 years' experience the managers testify:—"We hear "from various sources that the beneficial effects of the school "are making themselves felt in the homes of the neighbour- "hood; indeed, as is often the case, its indirect results have "been far greater than the direct results which were at first "contemplated. Our girls have become much improved in "personal appearance; they dress in better taste, and are "much neater and cleaner than when we first knew them. "Their manners have become gentle and pleasant, while "they have lost nothing of their native hearty mirth; their "language, if still quaint, is much softened, and the whole "tone of the school is orderly, though retaining the easy "cheerfulness which we have never sought to restrain." I could wish much that the publicity thus given to the story of this wise and simple experiment may be of service in other neighbourhoods, by showing how a very small expenditure of money, if guided by good sense and Christian sympathy, may yield most valuable and lasting fruit.

Need of a more intelligent *style* of teaching.

I wish I could say that the tendency to a purely mechanical and unimaginative style of teaching, on which I commented in my last report, was diminishing in the schools. But I regret that teachers still seem to me to be too intent on the measures by which the maximum grant can be obtained, and too little sensible of the value of those intellectual influences which a school ought to exert, but which are incapable of exact official measurement. An elementary school performs its work ill, even though it passes a high per-centage of its scholars in the six standards, if it does not impart to the elder children at least, a fondness for books and a desire for further knowledge;—something, in fact, which, if hardly entitled to the name of culture, may be described as aspiration after it, discontent with anything short of it, and a desire to employ the mere tools which the Revised Code furnishes in the performance of their appropriate work, the development of a noble and thoughtful manhood. All this is to be secured, however, if at all, by higher aims on the part of the teachers. Men cannot impart more than they possess; indeed, there is an inevitable waste in the very act of conveying to others

what we know or feel or hope; and when allowance is made for this it becomes plain that the tone of the teacher's mind should be lifted much higher than the level to which it is possible for him to raise his scholars. But I confess it is disheartening to me to find how few of the teachers seem to be taking any pains with their own mental cultivation. They have more leisure than most persons, and they often tell me what the occupations of their leisure are. Among those occupations it is extremely rare to find that the steadfast pursuit of any kind of knowledge holds a place. There seems to me very little of that love of literature, that hunger after self-improvement, or even that choice of a pet pursuit, which would go so far to redeem a schoolmaster's life from intellectual dullness, to enlarge the range of his illustrations, and to penetrate his teaching with force and life. Perhaps it is inevitable that the average candidate for the teacher's office, selected as a pupil-teacher from an elementary school, should devote his five years of apprenticeship and his two years of subsequent training to the acquisition of mere facts and rudiments, and of a command over the "mechanics" of school keeping. It seems very doubtful whether any training specially adapted to cultivate the taste and lift up the soul of the student could be wisely introduced into this formal course. But one cannot repress the wish that the need of something more stimulating and ennobling than the dry husks of geography and history which are contained in school books was oftener felt by the teachers themselves. In the rare cases in which the teacher's own life is illuminated by a love of science or of literature, I never fail to find the work of the school informed with another spirit, and some at least of the elder children who have, though unconsciously, imbibed his tastes. In the interests of the schools it is to be desired that these instances were more frequent; but, having regard to the interests of the teachers themselves, and especially to the future of those great public interests which my recent investigations for the Royal Commission have brought so vividly before me, it is still more earnestly to be desired.

The instruction given to pupil-teachers often unsatisfactory.

Meanwhile the lack of real enthusiasm for intellectual pursuits on the part of the masters and mistresses reveals itself in a practical form when the pupil-teachers are examined. I had occasion in my former report to complain of the imperfect manner in which these young people are prepared; and it is impossible for me now to assert that there is any material improvement. They often produce neat papers, carefully written and methodically arranged: sums are correctly wrought: the maps are generally good, and are sometimes finished with care and beauty; and all lists of dates names, and places are apt to be arranged in a tabular form with few mistakes. But when a sentence requires to be

grammatically anatomized, the reason of an arithmetical process to be explained, a simple story to be told, or any evidence is wanted of systematic thinking, they too often fail altogether. The amount of effective help and thoughtful guidance afforded by the principal teachers to the studies of their youthful assistants appears to me to be far too small. A daily hour of genuine teaching and explanation supplemented by another hour of private preparation at home would suffice to ensure the progress of the pupil-teachers in intelligence as well as in book work. Part of the teaching hour might well be devoted to the correction of exercises, but they should be corrected in the presence of the pupil-teacher and under his eye. He and his master should work out problems and confront difficulties together; and grammar, Latin, and mathematics should be treated from the first as subjects which the candidate will one day have to teach, and in which it is of the highest importance that he should take an intelligent interest. But the work of the pupil-teacher cannot be properly prepared, still less is he likely to become animated with any strong desire for future self-cultivation, so long as the principal teachers content themselves during the statutable hour with a perfunctory supervision of certain mechanical exercises, and do not give sympathy and oral instruction as well.

Deficient supply of candidates for the office.

The difficulty of obtaining candidates for the office of pupil-teachers is still serious in this district. There is a slight change for the better in the current year; but Mr. Milman's observations on the state of things which existed last year are still substantially true. He says—

"One great cause of embarrassment was the lack of competent pupil-teachers. The complaints on this subject were constant and unanimous, both from masters and managers. There are so many openings and such a demand in the manufacturing districts for intelligent and fairly educated youths, that few can be found who are willing to bind themselves to school service for a certain fixed number of years. It happened not unfrequently that those who had been apprenticed threw up their agreement in the middle of the term, and paid the forfeit which they had consequently incurred. In such cases, without any default on their own part, the managers of the school unable to procure the requisite candidates are liable to a double penalty. A deduction from their grant is made, as failing to comply with Art 52 b.; and again they suffer by failures in examination; as the teacher with insufficient assistance, however hard he may work, is manifestly unable single-handed thoroughly to prepare the children for examination. Moreover, this difficulty in obtaining sufficient candidates cannot fail also to lower the standard of merit. It requires great firmness to reject unpromising candidates when assured or convinced that no others are available."

The additional grant in respect of male pupil-

The new Minute offers a premium both on the employment of additional pupil-teachers and on their better teaching in the shape of a handsome additional grant on the conclusion

teachers under the Minute of Feb. 20.

of a successful apprenticeship, and a further grant at the end of a first year's residence in a training school. But as far as I have yet had opportunities of estimating the probable results of this measure, I am not very hopeful about its efficacy. The prospect of the grant is too remote to influence the daily work of the pupil-teacher, and as the chance of obtaining it depends on some conditions which are beyond the control of masters or managers, it does not supply to them any very strong motive for exertion. I have often wished that some means existed for enforcing greater attention to the work in each year and in relation to each separate subject of instruction. At present the inspector has no alternative but to pass or reject altogether, and this has to be done on the general result of the examination, even when one or two subjects may have been imperfectly learned. It is true that the managers receive in the official report a hint as to the special subject in which each pupil-teacher is deficient; but as no grant is dependent on it, this part of the report is apt to receive less attention than it deserves. If it were in our power to recommend a small annual grant, say of 3*l.*, for each pupil-teacher who passed well in the three departments of Language, Mathematics, and General Information, and to withhold 1*l.* for failure in any one of these subjects; I do not doubt that the arrangement would give a useful stimulus to the teaching, and also tend to encourage the more general employment of pupil-teachers. The total sum thus paid to a managing body in respect of the production of a hopeful candidate for the teacher's work would not amount to so much as the sum now promised in two instalments after the end of his engagement, but it would probably purchase a more direct and valuable result.

Effect of the competition of rival schools on the scholars' attendance and instruction,

There is one point, which though not intentionally brought under my notice, becomes every year less easy for me to overlook. I mean the effect of the competition between rival schools. Nothing does more to encourage the capricious and mischievous removals which are made from school to school than the efforts of different religious bodies to secure scholars, and to discredit their opponents' work. In one small town the Church school lowered its weekly fees, and the Wesleyan school instantly did the same; the one being animated by the desire to gain new scholars and the other by the fear of losing them. Yet neither party believed that there was any poverty in the place to render the change desirable. In another I have seen a group of helpless little ones of three and four years old, in a school with no proper provision for infant discipline, and have been informed that the mothers sent these children with their elder brothers and sisters in order to get them out of the way; and that if the managers refused to receive them they would be admitted to a rival school. And the remon-

strances which I find myself constantly making against fancy needlework, against too much knitting, against premature writing of small or ladies' hand, are generally met by teachers with the explanation that if the wishes of the parents are not gratified in these respects there will be some danger of the removal of the children altogether. Sometimes I am asked to leave with the managers a list of all the scholars who have passed, and am told that it is intended to make a money present to all who have thus brought an increase to the school funds. And one cannot view without regret the circulars which are sometimes sent round before the day of inspection urging the attendance of every child, and explaining the pecuniary loss which the school will suffer by his absence; nor the promises the threats, the personal canvass and solicitation to which parents in some neighbourhoods are subjected by zealous promoters of denominational schools. All these devices are, if not injurious to the discipline of the school, at least lowering to its repute, and undignified on the part of gentlemen in the position of managers, who profess to establish the institution on public grounds and for the benefit of the inhabitants. At least they exercise the most injurious effect on the parents, who are thus led to think that some one else has a higher interest than themselves in the education of their children; and that instead of receiving a boon they are actually conferring a favour on the managers by sending their children to be taught.

and on the repute and influence of the school as a public institution.

In this district the prospect of such rivalry appears to be more serious than ever. For the Independent or Congregational body, so long hostile to the principle of State aid, is now bestirring itself to set up schools and to obtain a share of the Parliamentary grant; avowedly on the ground that its members wish by this means to strengthen their denominational influence. They find that the isolated position in which the few schools belonging to them have long stood has been detrimental to their interests as a religious body, and that they have been unable to sustain themselves in competition with the aided schools. They wish, not unnaturally, to come in and claim a share of the grant, and thus to enter into rivalry on equal terms with the Church and the Wesleyans. In the West Riding, so long the head quarters of educational voluntaryism, the recent conversion of the leaders of that faith has been more discussed and will probably produce a more immediate effect than elsewhere. But I am much struck with the fact that the new schools which promise to multiply around me here are not as a rule to be on a comprehensive basis, but distinctively sectarian. Independents, Baptists, and Wesleyans twenty years ago were accustomed to combine in establishing "British" schools, in which the Bible was read and diligently taught, but in which no attempt was

This evil likely to increase.

made to teach a catechism or to influence the discretion of the parents as to the Sunday school or place of worship to be chosen. *Now* each of these bodies desires to have its separate schools; and I know of several Yorkshire villages, already possessing a Church and a Wesleyan school, which will shortly be supplied with a third under the care of the Congregationalists, the Baptists, or the "Free Church." All three will be competing for pupils; all three will receive Government aid; and between them the work of instruction will be done less economically, if not less efficiently than by one united school. Parents will "patronize" each school in turn, not on educational or religious grounds, but whenever an unreasonable request is denied, or when there is any wish to flatter the managers of one school at the expense of the others. This is not a hopeful prospect. In an ideally perfect state the parent would feel it a high duty to give education to his child, and a special privilege to have a good school within reach; he would be in no danger of supposing that the Government or the richer classes had any reasons of their own for inducing his children to go to one good school rather than another. At present the absence of a due sense of parental responsibility on the part of the English labouring man, and our inability to impart it to him, must be reckoned as part of the price we pay for the denominational system, and for the voluntary efforts of the religious bodies by whom primary schools are conducted.

Financial condition of the schools.

These facts are illustrated and partially explained when we look at the financial condition of the schools. I find from the managers' returns that their total income has amounted in the year to 22,183*l.* Of this sum the children's pence yielded 10,369*l.*, or 46·6 per cent.; the Government grant 7,722*l.*, or 34·8 per cent.; and the voluntary contributions and all miscellaneous resources, including endowments, to 4,089*l.*, or 18·4 per cent. The proportion borne by the State aid remains pretty constant from year to year, but a comparison of these figures with those of my former report shows that within three years the contributions of the local subscribers have declined to the extent of nearly 4 per cent., and that this deficiency has been supplied from the school fees. This is a very significant change, and symbolizes a yet more marked change in the character of the school management. The correlative of increased dependence on the parents is diminished responsibility on the part of the managers. Of this I see new proofs almost daily. Many of the schools are now practically self supporting. In an increasing number of the Wesleyan schools there is now no subscription list: an annual chapel collection provides all the funds required; this is generally decreasing in amount, and by very flourishing schools is sometimes dispensed with altogether. In several

new-cases this year I hear of committees who have proposed to farm the school to the teacher, to let him take all the fees and the Government grant, and pay the pupil-teachers. I need not say that the duties of managers cannot be properly discharged in these circumstances. They who cease to pay cease to control. They part with all power to superintend the working of the school or to regulate the fees charged by the teacher, and they are no longer to be relied on for the duty of standing between the Government and the ultimate recipients of its grant, and honourably verifying the fulfilment of the necessary conditions. The most anxious and difficult part of my daily duty consists in inquiries as to the manner in which the returns have been prepared. For instance, managers are required, in the clearest language, by the supplementary rules, to enter in Column VI. of the Examination Schedule, the occupation of *every* parent who does not actually, maintain himself by manual labour: at the same time they are permitted to underline certain entries, and on showing cause, to receive the grant for the children of parents who, though not strictly of the "*ouvrier*" class, are of the same means and social level. To fill up this return truthfully is to run some risk of diminishing the grant, and accordingly the duty is very frequently evaded. I am repeatedly told that managers "have overlooked the rule," or that they "have understood "it to mean that they were to make no entries in doubtful "cases," or that they "have great confidence in Mr. A. the "teacher, and always leave such matters to him." Within the year 1,269 passes, representing about 450 children, have been excluded from the computation of the grant on the ground that the parents did not come under the description of those for whose benefit the money is voted by Parliament. Even this measure of justice and candour I have only been able to secure after much personal explanation and remonstrance. But when I consider the number of children of the lower middle class who have been attracted into the best schools, especially those of the Wesleyans, and the numerous cases in which the sum of 6*d.* per week or upwards is charged, I am convinced that the exceptions ought in equity to have been much more numerous.*

In these circumstances it is impossible for me to welcome with much enthusiasm the provision in the Minute of February 20 for making new grants to schools. To a few small

The new grant under Minute of Feb. 20.

* I am far from wishing to discourage the presence of such children, or to withhold from them the full benefit of the annual inspection and examination, I only protest against the evasions by which they are allowed to appropriate a share of the grant designed for the education of the labouring poor. In my general report to the Schools' Inquiry Commission, pp. 218 and 250–52, I have discussed at length the conditions under which this difficulty might be met.

and struggling village schools the additional 8*l.* will be a valuable boon ; to some others it will have the effect of giving a more efficient teaching staff, while to all it offers a new motive for the systematic teaching of higher subjects. But in the case of more than half of the schools under my inspection every condition laid down in the Minute was fulfilled before February last; and though I do not like to say that the money will be wasted in these cases, I have no doubt that the only effect of granting it will be to diminish still further the subscriptions, and with them the personal exertions of the local managers.

Schools under simple inspection.

I have lately re-visited a few of the schools not in the receipt of annual grants or under the charge of certificated teachers, but subject for various reasons to simple inspection. Those of them which I saw three or four years ago were very bad. They are much worse now. Some of them are included in my list because the managers having once received a building grant are liable to occasional inspection, although they and the teachers still regard my visit as an intrusion and submit to it with a bad grace. These are generally old British schools, under the nominal care of Congregationalists or of other managers who up to this time have declined to receive Government aid. One of these is at Huddersfield. In the upper room there was a fairly organized and useful girls' school, of the old monitorial or Lancasterian type, and in the lower a boys' school, ill-furnished, badly organized, and very imperfectly taught. At Cleckheaton, in a dirty and neglected school room, encumbered with disused furniture, I found a crowd of children so badly instructed that not five per cent. of the children could have passed with the least credit the examination appropriate to their age or class. At Shelf, near Halifax, a master was struggling with no other aid than that of untrained monitors to manage about 150 children. The writing in the copy books was scarcely legible, there were only five scholars in the school with sufficient knowledge of notation to put down a simple addition sum dictated in words, and the general intelligence of the children was at the lowest ebb. All these schools were ill provided with the commonest school necessaries, were out of repair, and appeared to have been almost entirely neglected by the managers.* Other schools are visited at the request of the managers without any view to the reception of a grant. Thus in the school at Sheffield under Hollis' trust, which is so well endowed that it s not in a condition to claim a grant, I found 140 children under the care of a master, his daughter, and an assistant, all

* The managers of the school at School Street, Leeds, have long abandoned their functions altogether, and have let the school room to a young woman, who carries on in it a private adventure school of the humblest type.

untrained and uncertificated. The organization was very confused, and there was an entire absence of method and order in the teaching. The arithmetic had been so completely neglected that scarcely 10 children in the whole school could perform the simple exercises which would have been required in order to pass the examination in an aided school. In writing the children had evidently been permitted to fill up copy-books as hastily and as carelessly as they liked, with little or no supervision; and I could not find in answer to my questions that anything had been systematically taught or that the slightest effort had been made to cultivate the intelligence of the children. At Stocksbridge, near Sheffield, I was asked by the managers to apply to a mixed school the usual tests appropriate to the ages of the children under the Revised Code. The result was that out of 37, 22 contrived to pass in reading, 14 in writing and 8 in arithmetic.

The value of the certificate as a guarantee of qualification

Such experience, added to that which I have had in a large number of Endowed and Private schools during the recent special inquiry, has left upon me a stronger impression than ever as to the general inferiority of the untrained and uncertificated teachers, and as to the vital importance of that rule which requires the possession of a certificate on the part of all teachers recognized by the State. At a moment when, in regard to medicine, to law, and to the higher branches of education, the public are becoming more sensible of the need of specific professional training, it would be especially inconsistent to begin to disregard its importance in the one department in which it has already effected so much. A certificate of merit does not, as some seem to suppose, represent high or recondite attainments. It simply guarantees the possession of real though humble qualification for the elementary teacher's work. There is moral as well as intellectual fitness implied in the methodical study of those subjects which are taught in a primary school, and in the steadfast pursuit of the teacher's calling during two years of successful probation. All this is easily obtainable by any one whose services as a teacher are worth securing by the State. Less than this would not suffice to justify the confidence of the public or the grant of public money. Yet if your regulations were once relaxed, less than this would readily be accepted by many school managers, whose own notions of the education of the poor are mean and narrow, but who now make an effort to comply with the requirements of your Lordships' Minutes. I have seen so many examples of the way in which local bodies are content to fulfil the minimum of those requirements, that I am quite sure any concession which was made with a view to meet extreme cases would be taken advantage of by numerous schools for which it was not designed, and would tend rapidly to lower the quality of primary education

throughout the whole country. And I earnestly hope that no temporary deficiency in the supply of candidates, and no desire "to prevent the present system from being represented "as incapable of providing means of education for the whole "body of the people," will induce your Lordships to cast away the one instrument which in your hands has been so powerful for elevating the intellectual condition of the poorer classes, and which, notwithstanding many discouraging and adverse influences, is still the main safeguard for its future improvement.

I have honour to be, &c.

J. G. FITCH.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, H. E. OAKELEY, Esq., M.A., late Fellow and Lecturer of Jesus College, Cambridge, *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* NORTHUMBERLAND, DURHAM, CUMBERLAND, WESTMORELAND, *and parts of* LANCASHIRE *and* YORKSHIRE.

MY LORDS,

I HAVE the honour to present to your Lordships my general report for the year ending August 31st, 1867.

Year's work

I inspected during that year 137 day schools containing 168 separate departments, of which 159 were in a position to claim annual grants. These schools are spread over a very large area, and many of them are a considerable distance from any railway. From the centre of the district to the corners, south-east and west, the distance measured in time is six hours. The number of miles travelled was 6,660.

Large area of district.

Number of children present and examined.

The number of children present was 20,444, and 11,144 above six years of age were qualified for presentation and actually examined.

Increase of schools.

These numbers show a considerable increase over similar results given in my last report, the number of departments receiving grants being greater by 22 per cent.

General result of examinations.

I shall first give some tables showing the result of the examinations in reading, writing, and arithmetic, on which the amount of the grant partly depends. It is necessary however to point out that this result though undoubtedly the most important, is by no means a complete or final test of efficiency.

Per-centage of failures.

The failures taken on all the schools were, in reading 12·26 per cent., writing 13, and arithmetic 21·5, or on the whole 15·6. This shows a falling off in reading, a slight improvement in the two other subjects, and on the whole an advance of ·3 per cent.

Proportion examined and distribution of failures through the six standards.

I shall now, setting aside the purely infant departments, give a table showing the proportion examined and the distribution of failures through the six standards.

Without going beyond the schedule examination there are two very important points to be considered with the actual number of failures. First the number of children eligible for examination and attending school at the time of inspection, who however being in the opinion of the teacher likely to fail are purposely kept back. As to this there is no exact official return, and although I always try

Without going beyond the schedule examination, other point besides the failures should be

considered (1.) Residuum:

at any rate approximately to investigate the residuum, I cannot give the average number very accurately.

Per-centage examined in		Failures per cent. in		
		Reading.	Writing.	Arithmetic.
Standard I. -	25·9	16·4	11·	22·2
„ II. -	24·2	12·4	2·	24·1
„ III. -	20·1	11·	13·9	16·3
„ IV. -	15·9	8·6	26·5	25·7
„ V. -	8·7	11·	18·4	15·1
„ VI. -	5·2	7·7	17·2	16·4

Important deduction therefrom.

It thus appears that more than half were examined in the two lowest standards, and by the side of this I may also state that of the whole number on the school registers as many as 63 per cent. have been less than two years, and more than 40 per cent. less than one year at school; moreover, the number returned of those who have left school during the year is actually 85 per cent. of the number in average attendance.

(2.) Average age in each standard.

The average age in each standard was as follows:—

Standard I. - -	7·96	Standard IV. - -	11·21
„ II. - -	9·17	„ V. - -	12·16
„ III. - -	10·27	„ VI. - -	12·97

Ages too high, especially in lower classes. Results in infant schools better in this respect.

A reference to Article 48, which defines the requirements for each standard, and to the Report of the Royal Commissioners will show that the ages are too great, in the lower standards especially. In infant schools, where the children presented in the first standard have generally had a longer training and are (setting this aside) better managed by a qualified infant mistress than by a teacher who has besides some five or six classes to attend to, the results are far more satisfactory. I have kept a record of the ages in ten infant schools only, in which the average age in the first standard was 7·2 against 7·96 in other schools (a difference of about nine months in favour of infant schools), and the failures were 13·1 against 16·5 per cent. This affords a strong argument for the establishment of infant departments wherever it is practicable to do so, whereby not only is the advantage which I have pointed out gained, but the teachers of the affiliated departments, relieved from the charge of a number of infants, are able to work their schools in a much more satisfactory manner.

Establishment of infant departments strongly recommended on this and other accounts.

Instruction in primary subjects.

As regards instruction in primary subjects I have not much to add to the very suggestive statistics I have given and to the remarks made in my last report. Greater attention has

been given to the lowest classes by the principal teachers, and a corresponding improvement has taken place, but on this very account the upper standards have to a small degree fallen off, especially in schools where the number of teachers is meagre or insufficient. However it is of great importance to lay a good foundation, and on the whole there seems to be an improvement in style as well as (to a slight extent) in accuracy. There has been quite a shower of new reading books, more or less adapted to the different standards. Some are good, but others contain too many nonsensical stories. In these there seems to be a painful endeavour to avoid giving even the smallest doses of useful knowledge, and they are in my opinion nearly as unsuitable as those old books overloaded with information, in which many of the lessons (as I find in schools where they are still used) are altogether beyond the children's apprehension. I scarcely think that the "*juste milieu*" has yet been attained, except perhaps in one or two instances.

Improvements of Standards I. and II.

Reading books not always satisfactory.

The handwriting is generally very good, particularly in boys' schools, and it is very rare that a child fails here; the failures in "writing" are caused in almost all cases by bad spelling. In arithmetic boys' schools are very decidedly the best, and I cannot call to mind a single girls' school where the best scholars can work any ordinary sum in any common rule, which could be done in 20 or 30 boys' schools. I am always pleased when I find some knowledge of the principles, some ability to prove the rules; this, however, is very seldom the case. I may here say that the addition of a seventh standard has been hailed with great satisfaction both by teachers and other friends of primary education with whom I have spoken on the subject.

Writing and spelling.

Arithmetic.

7th Standard.

The other important points to be considered in forming a judgment of a school cannot well be represented by numbers. These are the character of the discipline and general organization and the instruction in other subjects, whether useful practically and stimulative of the general intelligence, as grammar and geography, or tending to promote general culture and appreciation of beauty (as to which the poor in the North are most sadly deficient), such as singing, drawing, and composition.

Other points to be considered in forming a judgment of a school.

The order and discipline are in most cases satisfactory in schools under trained teachers, and generally bad in schools under untrained teachers. Nor can the latter circumstance be a matter of surprise. Technical methods of organization and drill are as necessary in a school as in a regiment, and a man who has perhaps never even seen a good and orderly system of school drill can scarcely be expected to evolve one from his individual consciousness. The difference between most schools under untrained and trained teachers in this

Order and discipline.

Untrained teachers do not maintain good order, and from the nature of the case can scarcely be expected to do so.

respect is analogous to the difference in orderly appearance between a mob and a regiment. Since, as no one will doubt, habits of order and obedience as well as quickness and intelligence are greatly stimulated by this part of school training when it is well carried out, these considerations appear to me of much importance.

The Minute of Feb. 1867 will operate on instruction in secondary, as the Revised Code did on instruction in primary subjects.

The important Minute made in February 1867, which provides for additional grants on certain conditions, one of which is that a fair proportion of scholars pass a satisfactory examination in subjects beyond those specified in Article 48, will doubtless have a beneficial influence in that respect, and is a valuable corollary to the Revised Code. It will not only be the means of re-establishing grammar and geography where they have been dropped (though such cases are very rare in my district), and generally of directing increased attention to them, but it will operate on advanced instruction as the Code did on reading, writing, and arithmetic. A larger number of scholars will leave school with some knowledge of these subjects, very slight probably, but sound and useful as far as it goes; a narrower range will be taken, but the teaching will become more precise and individual. A certain amount of knowledge on the part of a few boys whereby a show is made on the day of examination will be sacrificed, but superficial teaching will be discouraged, and a juster though humbler standard be taken.

And this will be a decided advantage.

Some effect has already taken place both in geography and grammar; less is professed, but the instruction is more thorough.

I speak of the future, but although there has not yet been time for any considerable change some progress has been made. For instance, in geography, instead of the whole of Enrope being professed as formerly, the children in some schools lately examined had been thoroughly taught the geography of their own country only, and most of the boys in the 4th Standard and upwards drew from memory very fair maps, inserting chief towns, rivers, &c. In grammar I propose, with a similar object in view, to select a definite portion from one of the reading books used in the school as an exercise to be parsed and thoroughly explained by the children presented in that subject at the next year's inspection; and in addition to this they will be expected to name and define the parts of speech, and to show by general intelligence in answering that they have been taught in a judicious and effective manner.

The simplest elements of political economy might be taken up in boys' schools with great advantage.

I should be very glad to see another subject taken up in the first classes of boys' schools in towns, viz., the simplest elements of political economy. A little manual, entitled perhaps the "Euclid of Economy," might be compiled, containing in a graduated series those simple propositions on the relations between capital and labour, on the causes which regulate the amount of wages, the hours of work, the price of articles, &c. which are now generally admitted by

the best writers on the subject. Each proposition should be accompanied by a short proof to be learnt by heart, and followed if need be by explanatory illustrations as in the Irish reading books. I need merely refer to the strikes which have been so frequent in the north during the last few years, and to the astonishing ignorance displayed by many workmen on those occasions, hurtful not only to themselves and their families but to the whole nation, to indicate the importance of giving the most advanced boys an elementary knowledge of this subject.

I will now give (in alphabetical order) a list of schools where geography and grammar, and in some cases algebra and English history also, are well and effectively taught.

A list of schools where additional subjects are well taught.

——	A.	B.	C.	D.
Barnard Castle, Wesleyan (mixed)	36·2	91·7	Taylor -	8
Berwick, B.S. (boys') - -	46·3	98·2	Hayward -	4
„ „ (girls') - -	39·5	92·6	Loonie -	8
Bishop Auckland, Friends (mixed)	29·	94·7	Ferguson -	7
Darlington, Wesleyan (boys') -	47·	91·8	Blacklock -	13
Holmehead, B.S. (mixed) - -	33·7	91·7	Constable -	8
Jarrow Chemical Works, B.S. (boys') - - - -	50·	92·	Johnson -	12
Maryport, B.S. (mixed) - -	34·	88·3	Lane - -	19
Melsonby, Wesleyan (mixed) -	24·4	87·8	Strickland -	11
Newcastle Orphan House, Wesleyan (mixed) - - -	39·9	93·4	Shaw -	9
North Shields Scotch Pres. (boys')	42·6	90·9	Mavor -	18
„ „ (girls')	41·6	90·6	Smith -	23
Pease's West, B.S. (boys') -	24·	99·2	Tait - -	9
Redcar, the Earl of Zetland's, B.S. (mixed) - - -	29·4	98·4	Roscoe -	12
South Shield's, U.B.S. (boys') -	44·	93·2	Thomas -	12
Stephenson Memorial, B.S. (boys')	41·3	91·9	Goddard -	7
Wooler, Pres. (mixed) - -	52·8	93·6	Duncan -	13

Column A. gives the number examined in the three upper standards in every hundred examined; the average throughout my district is 29·8. Column B. gives the number of passes for every hundred examined; the general result for the whole district is 84·6. Column C. gives the names of the teachers, and D. the number of years they have respectively been employed in the same school.

It thus appears (as indeed could have been foretold as a necessary consequence of the admirable system of examination prescribed in the Revised Code) that at the schools where secondary subjects are best taught the results of the schedule examination in reading, writing, and arithmetic are also extremely good. It will be seen by column D. that the teachers have been in the same schools for a con-

In schools where secondary subjects are best taught the results of the schedule examination are also very good.

siderable period. This should be a lesson to many teachers who are constantly desiring to change, and never succeed really well. The Middlesbro' Wesleyan School recently established will probably in time rank with these, the best schools in my district. In an appendix I give also a list of good schools which, though on the whole inferior to those named, are in good order and very creditably managed. They are of course of various degrees of merit, and are also differently situated as regards local difficulties, over which in some cases the teachers have no adequate control, and I think it best to place them in alphabetical order.

Middlesbro' Wesleyan School.

A list of other good schools will be given in the Appendix.

Good infant schools.

My account of the best schools in the district will however be incomplete if I omit to name the following most useful infant schools:—

Jarrow Chemical Works.	Barnard Castle.
Newcastle Orphan House, Wesl.	Arthur's Hill, Newcastle.
Berwick.	Darlington, Wesl.
Stephenson Memorial.	Pease's West.
	Longtown.

Jarrow chemical works infant school.

Miss McEwan, at the Jarrow Chemical Works School, who is unquestionably the best infant mistress in my district, possesses an astonishing power of training young children. I always look forward with pleasure to the day of inspection of her school. The infants go through their exercises and the infant drill with wonderful precision; they sing various pretty little songs in an exceedingly pleasing manner, and are very attentive to the lessons given, which are interesting and well adapted to their powers of comprehension. At the last examination also 112 children (45 less than seven years of age) were presented in the 1st Standard, and about 94 per cent. passed, their average age being a little above seven. It is difficult adequately to estimate the value of such teaching. Miss McEwan's certificate is the highest awarded, and I may mention that nearly all the teachers named in my first list stand high in this respect. A rare instance may occur of an indifferent teacher possessing a first-class certificate, but the general rule is, the higher the certificate the better the teacher.

The degree of the certificate is in general a good measure of the merit of the teacher.

Increase of schools not accompanied by more regular attendance.

It will be observed from the statistics I have given that there is a considerable increase of schools and scholars, greater than in most other districts. The reason of this probably is the distance from the centre of civilization in England, since the wave of education excited by the great movement 20 years ago has moved slowly outwards and takes a long time in reaching and permeating through these distant parts. The irregularity of attendance, however, remains as great as ever; boys, and even more frequently

girls,* are kept from school on the most frivolous or no pretexts, and they leave so early that in most cases it is to be feared the small amount of knowledge received altogether vanishes in a few years. It is important also to remark that in large towns and their neighbourhoods there is a whole class, the poorest of the poor, scarcely if at all reached by educational efforts, nearly as far removed below the children of intelligent workmen, small shopkeepers, and the like as the latter are below the middle classes of society.

Remarks on the present system of education.

Our present system, admirable as far as it goes, has encouraged and promoted education in a very great degree, but it must by the nature of the case reach a limit, or at any rate tend to a limit. Schools are built, periodical inspection is provided, teachers are trained, and, responding to these advantages, children of the better class of the poor enter these schools. Here inducements are offered to comparatively willing and intelligent minds; at a certain period, when the whole of this class is dealt with, we must come to a dead lock. The mass beyond, wholly indifferent to education, is scarcely touched.

Compulsory education.

In alluding slightly to compulsory education it is of course beyond the scope of my report to consider it in any sense as a political question, but I cannot omit to refer to this most important point, which vitally affects education in my district generally, particularly the evil of the extreme irregularity of attendance amongst the children actually at school. Without compulsion in some form or other, whether direct or indirect, a number of children will never be educated at all, and of those actually at school a considerable proportion (those who leave for permanent work before they have come up to the exceedingly moderate degree implied by the 2nd Standard) will continue to forget everything they have learnt by the time they are 20 years old. That an inconvenience would at first be felt on the introduction of any compulsory system may be conceded. Most great beneficial changes (to wit, the introduction of machinery) have caused dislocations, greater or less, in society; but I venture to predict that 20 years afterwards, the compelling every parent to take care that his child shall learn to read and write will be considered (as it now is in Germany) of the same order of importance and necessity as that parents shall clothe and feed their children.

Assistant teachers.

The number of assistant teachers employed in my district has increased from 11 to 25. The best of the class seem to be those who having failed in the examination for admission to training colleges are preparing

* Of the whole number present, about three-fifths were boys.

for another trial. As for the rest, some are looking about for other work, having determined not to continue as teachers, and a few perhaps intend to remain as assistants; but there is *primâ facie* evidence in their case of want of energy and intelligence, for it is quite clear they are doing themselves an injury in every sense by not entering the training college.

Male pupil-teachers.

Part of the new Minute to which I have alluded was designed to encourage managers to employ a larger number of pupil-teachers. As it only came into partial operation in May, I am not able to state by the test of actual results how far this will be successful, but certainly the rehabitation of the pupil-teacher system is urgently needed. I mentioned in my last report how great was the difficulty of obtaining suitable or even any candidates, and I fear I cannot now say that it is less. Moreover, not only is the quantity falling off, but also the quality is deteriorating, and it is often difficult for masters to improve backward lads who barely satisfy the conditions of admission so that they may pass the successive yearly examinations. During the last year some teachers of British schools on the Tyne, between Newcastle and Shields, have in order to meet this difficulty in some measure, organized an excellent system of examinations of their pupil-teachers, which are periodically held at one of the central schools of the group, the teachers examining by turns. Fifty or sixty boys and girls attend each time; a list of the order of merit is published, and prizes are awarded at the end of the year. The general plan is to go through the subjects of the next examination by the inspector in the first eight months of the school year, leaving four months for revision, and in the case of the more advanced students for other work. Thus in the fourth and fifth years they take a clever lad in algebra a little beyond the exceedingly moderate limit prescribed in the Code, and they encourage him to do a little more in geometry than learn by heart a few propositions by setting at their examinations a series of easy deductions.

The quality as well as the quantity is falling off.

Periodical examinations of pupil-teachers organized by masters of some schools near Newcastle.

Scheme of their examination.

Pupil-teachers inconsiderately dissolve their engagements.

Besides the difficulties I have mentioned, I fear it is becoming a common practice for lads inconsiderately to terminate their agreements and to enter other employments two or three years after admission, and at any rate there is a want of stability, as they know if they hear of a promising opening they can at the worst leave in six months. It seems to me a misfortune that the engagement is so easily dissolved, as I think that a certain amount of pressure is good for their ultimate interests. After a year or two the pupil-teacher, at first proud of his new dignity and superior standing to the boys who were so lately his class-mates, is often seized with a fit of disgust at the daily routine and dull hard work, and seeks

about for other employment (which he can easily meet with in our northern towns) which may not be so suitable for him and most probably does not offer the same ultimate advantages.

Teachers are adequately paid,

The average salary (I leave out of account a few schools where the information is incomplete) in 77 schools in my district under certificated masters (of whom 50 are less than 30 years old) is nearly 105*l.* a year, and in many cases the teacher has a house as well. Add to this that instead of paying a considerable premium for apprenticeship a master has received wages as a pupil-teacher, and is then educated and boarded free of expense at a training college, and I think I am justified in saying he is well paid. Further, when the amount and length of his day's work is contrasted with the work of men of his class in other occupations, when it is considered that he has a whole holiday every week and six or eight clear weeks besides in the year, it would appear to be a profession exceptionally advantageous.

and are in other respects favourably situated.

Causes of the deficiency of candidates.

The causes of the deficiency appear to be twofold: First, the somewhat unreasonable apprehensions and complaints loudly expressed by teachers and (in some cases) managers for some time after the introduction of the Revised Code had a considerable effect, and even now that the apprehensions are shown to have been overstrained and the complaints are seldom heard, boys in the first class of a school, who have seen the disinclination of their fellows of a few years' higher standing and know that their managers have been reduced to advertising for candidates, are still reluctant to come forward. Secondly, the general rise of wages, and not only this, but the especial demand for sharp boys of precisely that class which furnishes pupil-teachers has no doubt had a considerable effect. For instance, numbers of quick lads have been engaged in telegraph offices, the spread of which has been so rapid during the last few years; and though these boys will never probably on the average make 100*l.* a year, the immediate 12*s.* or 13*s.* a week is usually an inducement which the parents cannot resist when they contrast these wages with the 4*s.* or 5*s.* a week (generally, though very absurdly, also regarded by them as mere wages) paid to pupil-teachers.

No lack of female pupil-teachers.

The supply of female candidates is, except in a few rare instances, more than adequate to the demand. It is only surprising to me that all the clever girls do not seek to enter this profession, which offers an opening far superior to anything they can look to elsewhere. Often, however, the parents, who desire the services of the girls at home, unfortunately stand in the way of their interests and refuse to allow them to come forward.

Night schools.

In night schools 458 young persons were examined, for the most part under articles 140–4. In reading (marked by the

managers who conducted the examinations) 5 per cent. failed; in writing and arithmetic (marked by myself), 21·6 and 20·7 per cent. respectively. I have kept a detailed account of nine examinations of 396 scholars, of whom 219 were presented in the two lowest standards. It appears that on the average those examined in the lowest standard had (each of them) been more than two years and a half at a day school; and yet after this, and after the session's course at the night school, we have to ascertain as the limit of the work in which they have been exercised, whether they are able to form the letters of the alphabet (which 22 out of 104 failed to do), to discover by making strokes or otherwise the result of adding 3 to 4, and to read words of one syllable. And yet the night scholars represent the most intelligent members of their class. This is one out of many circumstances which leads me to the belief already indicated in this report, that if we could examine all the poor of about 20 years of age we should find that (1) many who have never had any schooling, (2) nearly all who, having attended some school, finally left before attaining the exceedingly moderate amount of knowledge implied by the 2nd (or even the 3rd) Standard, are to all practical intents and purposes completely ignorant. The latter class would necessarily have forgotten their infinitesimal stock of knowledge in the ten or twelve intervening years.

Persons who have attended day schools for two or three years presented in the lowest standard.

Deduction therefrom.

Irregularity of attendance

I have dwelt more than once on the great irregularity of attendance, the result of which is that in the schools to which my first tables refer nearly half the children on the school register leave within a year. No doubt some of these children go to other schools. There are no data for ascertaining in what proportion this is the case, but from a consideration of some particular cases and on other grounds I fear it is not large. It is to be remarked that in most of the places I visit there is but one school under inspection of the class examined by me, and except under peculiar circumstances children do not leave this school to go to the national school, for between the two there is generally a strong line of demarcation. It is but just to the general body of certificated teachers to add that they have endeavoured to make the most of the materials they actually possess, though it must be a most discouraging circumstance when a boy on whom great trouble and time has been expended in order to impress on him the first rudiments of knowledge and the first steps towards the acquisition of habits of order and obedience, leaves for work a few short months after his admission. In the neighbourhood of iron works and collieries the evil has been yet further aggravated by strikes, which I am afraid we cannot now regard altogether as exceptional and abnormal, for they seem in some localities to be of the nature of a dangerous epidemic. I have a return from the teacher of a school connected with

has impeded the efforts of teachers.

The strikes in ironworks and collieries have aggravated this evil.

A particular case cited.

some large works at which a strike took place during the year, from which I find that 489 boys were admitted and 256 left. Of the latter, four left for work who were between six and seven years old, 13 between seven and eight, 36 between eight and nine, and 47 between nine and ten. The work is hard for young children, the heat near the furnaces being so great that (as the teacher says) their little bodies are half roasted. The fault is said to rest not directly with the proprietors, but with the men, who engage and pay the poor children to work under them.

Amongst the British schools in my district nine, comprising twelve separate departments, are quasi-parish schools, the principal visitor and the correspondent being the clergyman of the parish. The Port Clarence national schools also have been recently transferred to my list, and are now British schools, it being considered by the managers that this was the best way of adjusting the disputes which had been caused there by the "religious difficulty."

Amongst the British schools in my district several are parish schools.

In some cases the working men themselves seem to have a high appreciation of British schools, and I will conclude my report by giving, as an illustration of this, a short account of the new schools at Tyne Dock. The population immediately surrounding the docks has during the last seven years increased from 300 to 3,000. No public schools of any kind had during this time been established, and several hundred children were entirely uneducated. The directors of the railway took the matter up and sent a circular to the shareholders, inviting them to subscribe towards the erection of suitable schools; the result of which was that 1,200*l.* was promised on condition that the schools should be Church of England, and 300*l.* on condition that they should be British. Hearing of this the men employed by the railway company at Tyne Dock instituted a canvass amongst themselves, and 319 parents, representing 916 children, voted for British schools, but 19 parents only, representing 47 children, desired Church of England schools. They further proved their interest and sincerity by subscribing nearly 300*l.* as a step towards making good the loss that must be sustained in foregoing the larger subscriptions of the shareholders, and in a short time plans were prepared of large and handsome schools, which will be opened in January 1868. In the meantime a temporary room at the Mechanics' Institute was engaged, and one department has been carried on there with an average attendance of about 250 since October 1866.

Account of the new schools at Tyne Dock.

I have the honour to be, &c.

H. E. Oakeley.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

The following is a list (in alphabetical order) of the schools referred to in my Report. Column A gives the number examined in the three upper Standards in every hundred examined, the general average for the district being 29·8. B gives the number of passes for every hundred examined, the general result being 84·6. C gives the names of the teachers.

	A.	B.	C.
Allenhead, B.	30·2	90·	Bates.
Alston, B.	26·2	89·2	Cooke.
Belford, Pres.	39·7	81·	Walker.
Blyth, Pres.	52·	94·2	Gloag.
Bowden Close, B.	12·3	99·5	Ferguson.
Burradon Colliery, B.	28·6	93·	Dawson.
Consett, B.	17·6	97·7	Cross.
Durham, Wesleyan	26·	91·4	Taylor.
Gateshead, Wesleyan (boys)	31·5	88·8	Watson.
Great Bavington, Pres.	35·3	91·2	Howie.
Houghton-le-Spring, Wesleyan	24·	91·7	Priddin.
Kendal, B. (boys)	38·	82·3	Hill.
„ Castle Street (girls)	27·4	83·	Prettie.
„ Meal Bank, B.	28·	93·4	German.
Kieldar, B.	50·	81·8	Williams.
N. Shields, Kettlewell, B. (boys)	14·1	96·7	Lambton.
Pease's West, B. (girls)	31·	85·	E. Wallace.
Sabden, B.	41·9	96·	Duxbury.
Sedburgh, B.	30·	95·2	Pybus.
Skipton, Wesleyan	34·4	96·2	Allen.
Southchurch, B.	17·5	98·5	Robinson.
Spittal, B.	35·4	91·3	Jackson.
Stephenson Memorial, B. (girls)	22·	95·1	Taylor.
Sunderland (Whitburn St.), Wesleyan	29·	94·5	Whitfield.

These schools are all " mixed," except where otherwise stated.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, W. SCOLTOCK, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the* MIDLAND DISTRICT OF ENGLAND.

MY LORDS, January 1868.

Two years have elapsed since I had the honour of presenting my last general report; during that time, I am glad to say, several new schools in my district have received Government aid; there has also been a steady increase in the number of scholars in the majority of the schools which are assigned to me for inspection. Increase in number of schools and scholars.

The school buildings, as a rule, are satisfactory, that is, the roofs and walls are in good order and the floors sound, but I grieve to add that in many instances there is a want of cleanliness; to the best of my belief the dirt is to be attributed to neglect on the part of the school cleaners, and not to be laid to the charge of managers, for committees often pay highly for cleaning, but the work is badly done; the floors are seldom, if ever, scoured and the so-called "dusting" is all the care which the forms and galleries receive. School buildings. Want of cleanliness. School cleaners neglect their duties.

In large schools it would be very easy for one of the pupil-teachers to go round the premises (including the play-ground and offices) every morning and report to the head teacher the results of his visit; in case things were not in good order a communication should without delay be addressed to the managers, who would doubtless at once take action in the matter. Notice should be given to managers in such cases.

In most schools I find a good supply of book, but let me not be misunderstood, I do not mean a supply of good books, for really some of the so-called books are so thin and contain so little printing, not to allude to information, that they are merely worthless pamphlets in stiff covers. The book question is a great difficulty when looked at from an inspector's point of view. Too often books are chosen by teachers as being very easy, with a hope that the children may get them by heart, and thus slip through the required examination; of course this trick can be readily found out and defeated, but the loss to the children is great, for they are kept to a few pages during the year and then presented in the lowest possible standards. Perchance, one year a book is accepted as containing a fair amount of print, before the next year a new edition of the series comes out but much reduced in size. In Standard I. there is an especial difficulty, for the books out of which the children sometimes read are only Books, too easy in many cases.

A fixed number of pages, at least, should be required in each standard.

fit for infants under six years of age. I see no remedy for the evil unless a fixed number of pages be required in each standard. Such a rule would leave the choice of books to the managers, and would only insist upon the books being of a certain thickness.

Reading and dictation satisfactory.

Reading and dictation continue to be well taught, but arithmetic still stands last.

Arithmetic badly taught.

In arithmetic the teaching is too mechanical; straightforward questions are either set on the blackboard or worked from books, consequently the simplest sum which needs any amount of thought is scarcely ever done. In Standard VI. bills of parcels are less frequently worked correctly than long sums in practice.

Bills of parcels neglected.

Dictation should not be repeated.

In giving out dictation I find that pupil-teachers keep repeating the words, hence there are many failures at the time of inspection, as the children do not take the trouble to listen when the sentence is read, for they expect that it will be repeated.

Arithmetic of Standard I. deficient.

In Standard I. many children fail from the want of care on the part of the teachers; the scholars are examined by them in a class, and not individually, hence it often happens that one clever child answers for the rest. Moreover the children are allowed by their teachers to count their fingers or to make strokes on a slate and count them.

Bad practice of sending for children who are ill to come to the inspection.

The practice of sending for children who are seriously ill on the day of inspection still continues. In a certain school a poor lad was sent for by the master and he was brought by his mother in a perambulator, but I am glad to say that a manager who chanced to be present ordered the boy to be taken home again. In this case the disease was not of a contagious nature, but the child was so ill that it was monstrous to expect him to pass any examination.

Schools still farmed by teachers. Managers should look closely into matters.

Not only does the system of schools being farmed by teachers continue, but it sometimes happens that the master is a member of the school committee. I hope that the new system of keeping accounts will induce managers to look more closely into matters, and that they will in all cases make sure of the facts to the truth of which they attest.

Majority of teachers most worthy.

I am prepared to speak highly of the majority of teachers in my district, many of them work hard, very hard, in their schools, and do their duty faithfully, but that there are exceptions to the rule the following letters will prove.

Instances of misconduct.

The letters were written by men who have for years devoted time and money to improve the schools of which they are managers, and whose statements on school questions are worthy of the highest consideration.

DEAR MR. SCOLTOCK,

I DO not know whether managers generally take any means to keep a check on the teachers with regard to the children's pence, but I have been much struck with the importance of this. In a school where the teacher left unexpectedly the amount of pence paid in to the treasurer suddenly increased, and averaged 8*s.* 11*d.* a week extra during the remainder of the year, although there was only a slight increase in the attendance. On examining the registers it was soon seen that the attendance and the amount of pence did not at all correspond, and that no money was frequently entered for children who were known to pay regularly. Indeed it was quite evident a large amount had been systematically kept back by the teacher. It would not be easy for a manager always to be present in each school when the money is received, but if this could be done occasionally and at uncertain times it would soon be ascertained how far the amount corresponded with other weeks, and which children, if any, sometimes omitted paying. Perhaps the best mode of meeting the case is to remove the temptation to dishonesty as far as possible by making the pence one item in the salary, so that there is no advantage in keeping any portion back. I am not aware whether you have met with such a case as this before.

Yours truly,

———— ————

MY DEAR SIR, ——— School.

HAVING reason to doubt the accuracy of the registers in our school, both with regard to the attendance and the pence, I went occasionally to compare them, and also to receive the pence, when my suspicions where more than confirmed.

I am, dear sir,
Yours faithfully,

———— ————

W. Scoltock, Esq. Correspondent.

That many evils result from schools being to a large extent handed over to teachers is evident. In one case I had reason to doubt the accuracy of the returns made to me, and therefore inquired carefully into the position of the parents of the scholars; the master (in a small school) returned an average of *three* as not coming under Article IV., on seeing certain members of the committee the question was gone into, and an amended schedule drawn up showing an average attendance of *fourteen* scholars (instead of *three*) who were not entitled to the government grant.

Evils arising from schools being farmed by teachers.

Grant claimed for scholars who ought to pay for their own education.

When the admission of scholars is left entirely in the hands of teachers, they are apt to admit the better class of children, and to reject the poor. An instance was brought under my notice by the secretary of a school where the master had, without consulting the managers, refused to admit factory children, saying, "that he would not be bothered with half-timers."

Better class of scholars admitted.

Half-timers excluded.

Of course a school filled with well dressed scholars has a good appearance, and children who come from the middle class are (as a rule) more orderly in their behaviour. I should

be sorry to see *all* such scholars excluded from my schools, but I fear lest in some instances the teachers try to admit no others, and this with a view not only to present advantage but future profit, in fact that they may get together the elements of a private school, so that when an opportunity arrives they may frighten the managers into giving more salary by threatening to break up the school or else go off and take the scholars with them. When a master after three or four years gives up his school, and either sets up a private school or takes a clerk's place, it seems to me that he should return the money spent upon his training in case he has been educated at the public cost in a normal college.

Teachers who have been trained at the public cost leave their schools and set up private ones.

Report on the half-time system by the Rev. G. A. Page.

The Rev. G. A. Page has furnished me with the following report on the working of the half-time system in North Staffordshire.

As Mr. Page is thoroughly well acquainted with the potteries and also with school matters, I deem his evidence most valuable, and I am sure that his statements have been made after deep thought, and with the sole desire of promoting sound learning.

DEAR SIR, Tunstall, November 1867.

HAVING paid some attention to the practical working of the half-time system in the Staffordshire Potteries, I take the liberty of placing before you a few of my thoughts on the subject. From personal observation and careful inquiry I have come to the following conclusions:—

That the *class of children* who attend as half-timers are much below the average in education, habits of thought, and general behaviour. As a rule they come from homes where there is an almost total neglect of anything in the form of domestic training, and where the parents evince little or no concern for the welfare of their children. Some, when they first make their appearance at school, though ranging from eight to twelve years of age, do not even know the letters of the alphabet, and evince in other respects the most utter ignorance, indicating an almost total absence of mental perception, so that the simplest questions elicit only a vacant stare. In some few instances their parents are among the unavoidably poor, and may have done the best for their children their circumstances would allow; but in the majority of cases the depraved or the thriftless habits of the pare[redacted]e regarded as the sole reasons why the children have not been pr[redacted] sent to school. *The utter* neglect of proper treatment at home i[redacted]nt in the clothes, skin, hair, manners, and language of the child[redacted] often in their stubborn disregard of all authority and rule. [redacted] indifference of both parents and children on the question of educa[redacted]n is clearly indicated in the startling fact that the children come to school no more than they are obliged to do by the letter of the law. If a child cease work for only a day, he is almost invariably kept at home; and when inquiries are made after this class of absentees the unfailing answer, coolly given, is "they have not been at work, and therefore they were not required to "send them to school." And when trade is indifferent and work irregular, it is quite impracticable to make satisfactory progress in the education of this class of children. The total neglect of all proper home

training also makes it exceedingly difficult to command the attention of half-time children, to preserve proper order among them, or to induce mental effort. They bring with them a listless restless spirit which is hard to conquer, and which in some instances defies the utmost efforts and assiduity of the teacher.

The *financial difficulties* of the half-time system are also considerable. The usual charge for a half-timer is *2d.* per week, but the payment of this small amount is often evaded with every kind of shift. If a child should attend only thrice in a week frequently no money is sent. An omission of payment for one week is overlooked the next time the child comes to school. The smallness of the amount obtained from their weekly pence, the large number who do not make the average of 100 attendances during the year, and therefore are not eligible for presentation, the great difficulty of bringing them on in their education so as to satisfy the inspector, and thus obtain for them Government aid, all conspire to make the half-time system a financial burden. Some instances have occurred in the district in which this system has dragged so heavily upon the resources of the school as to perplex and dishearten the managers, and greatly embarrass their school operations. And as in all schools under Government inspection, certified teachers are required for half as well as for full timers, the managers are prevented from attempting to work their schools at a cheaper rate.

Another difficulty of the system is *the education of half and full timers in the same school.* Their habits, manners, and coarse freedom of speech make half-time children so much more intractable than the others that to mix them together very largely would necessarily lower the character and discipline of any good school. And independent of this, if all were mixed together it would be impracticable to preserve a proper classification of scholars. Most half-timers come so irregularly that if put into classes with full-timers they would act as a drag to keep them down, and frequent changes would be required to keep them in classes suited to their attainments. Hence where there is a sufficient number of half-time children the general interests of the school require that they should be taught alone. This course has been taken in one Tunstall School, and the removal of half-timers into the full-time department has been made the subject of promotion for diligence and good behaviour. This has been found to act as a healthy stimulus to the half-time children, without at all damaging the other scholars.

The *great benefit* of the half-time system is it obtains a little education for a class of children who but for it would probably be doomed to total neglect and ignorance. At the same time it ought to be stated that some parents now send their children as half-timers who but for the Half-time Act would send them full time to school. The practical working of the half-time system has brought to light such an amount of ignorance on the part of the children, and of criminal neglect and indifference on the part of the parents, as to afford clear proof that the extension of the Half-time Act is an onward step in the right direction. A large number of the parents are so utterly regardless of the interests of their children, and so totally indifferent to the subject of education, that though they *have,* or with ordinary thrift, *might have,* ample means to send their children to school, yet it is clear that they will not do so unless required by law. And even then it is only too manifest that their sole reason for sending their children to school is, not the benefit of the children, but to obtain the small pittance they may earn for half their time at work. As in some instances attempts have been made to evade the law, it is needful that inspectors under the extended Factory Act should vigilantly watch the operation of the half-time system, and

see that its regulations are faithfully observed, and that the children are sent to schools that are under proper inspection, and whose registers of attendance are duly kept.

Upon a careful review of all the difficulties which impede the progress of half-timers, I think as matter of fairness to the system such children should be tested by a lower standard than that which is applied to others.

Yours respectfully,
G. A. PAGE,
Wesleyan Minister.

To Wm. Scoltock, Esq.,
Her Majesty's Inspector of Schools.

In some places half-timers taught with whole-timers, in other places each class is taught in separate schools.

In my last report I stated that two systems were at work in North Staffordshire, in some places the half-timers are taught together with the day scholars, in others they have a special school assigned to them. I am sure that it is better for *mill hands* to be taught in the same school and in the same classes with the whole day scholars, but as regards children who work at the potteries the case is questionable, where machinery is employed, as in the woollen and cotton districts, the children go half-day to school and half-day to work, so that a teacher knows almost to a certainty what scholars will be present in the morning and in the afternoon, and he can arrange his classes, but in the potteries it is difficult to know whether the children will attend school in the morning or afternoon, this irregularity breaks up the order and arrangement of the classes, when the whole-timers and half-timers are mixed together. On the other hand the half-timers, by coming in contact with the day scholars, learn order, cleanliness, and regularity from the scholars themselves, moreover the whole-timers as a rule read better than the factory children, and the latter not only derive benefit from the lessons of the teacher, but also from listening to the more advanced scholars. Each plan has its advantages and each its drawbacks.

Value of infants' schools.

It seems almost impossible to place too high a value upon infants' schools, but I fear that the grants for infants under six years of age may sometimes be worse than useless when they are paid for infants who are taught in the same room with elder children.

Attempts made in some places to close them.

In one or two instances I have noticed a growing inclination on the part of masters to suggest to managers that expense might be saved if the infant department were closed, of course the managers would save a few pounds, and the master might possibly add considerably to his own salary.

Grants for children under six should not be paid in some instances unless there be an infants' school.

In order to avoid this closing of infants' schools I would venture most respectfully to suggest that in no case the payments for scholars under six years of age should be made in schools where the average attendance exceeded a certain number, unless there was a separate teacher for the infants.

The half-time system is now so fully at work that in writing about infants' schools I cannot help quoting an extract from a report of R. Baker, Esq., who clearly proves how necessary infants' schools are when viewed with reference to the Factory Acts. Mr. Baker states (Reports of the Inspectors of Factories for the half-year ending 31st October 1864, page 104):—

Importance of infants' schools in connexion with the half-time system.

"When half-timers have attended school before being sent to work they make nearly equal progress in education with whole-day scholars, but when they have not been so sent, under the most favourable circumstances, equality of progress is only the result of a higher average age over the day scholars; the value of infant schooling is therefore to my mind materially enhanced."

Testimony of R. Baker, Esq.

I have the honour to be, &c.

WILLIAM SCOLTOCK.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, P. LE PAGE RENOUF, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the Southern Division of* ENGLAND.

MY LORDS,

Summary of year's labours.

THE geographical limits of my district remain the same as when I last had the honour of laying before you my general report. A few schools have withdrawn from inspection, but a very much larger number have been admitted to the receipt of annual grants. In the year ending August 1865 I visited 50 mixed schools; this year I have visited 74, and I have every reason to believe that application for inspection will shortly be made for several new cases, chiefly in London and its neighbourhood. I have inspected for annual grants during the year ending 31st August 1867, 127 institutions, comprising 50 departments for boys, 32 for girls, 28 for infants, 74 for mixed, and 29 for night schools. The staff consisted of 196 certificated teachers, 201 pupil-teachers, and 17 assistant teachers. The number of children present at examination was 22,349, of whom 10,939 were boys, 10,745 were girls, 665 were night scholars, viz. 371 males and 294 females. The average attendance in the day schools was 9,350 boys and 8,304 girls; in the night schools 557 males and 422 females. Accommodation is provided in these schools for 27,586 scholars. The number on the register is 27,892. I have also visited for simple inspection five schools comprising eight departments. I found 237 boys and 240 girls present on the days of examination. The returns made by several of these schools are too imperfect to be available for any useful purpose. The statistics which I have given for the annual grant schools include the returns for seven schools which I inspected in Northumberland and Cumberland for my colleague, Mr. Lynch. Between the 20th of May and the 12th of July I visited places as wide apart from each other as Dover, Newcastle-upon-Tyne, Carlisle, Barnstaple, Portsmouth, and the Channel Islands, and during the nine weeks ending with the 13th of July I travelled no less than 3,235 miles.

Income and expenditure.

The aggregate annual income and expenditure, as stated by managers, of 125 schools inspected for annual grants are as follows:—

	£	s.	d.
Income from endowments - -	246	9	5
„ voluntary contributions -	7,831	8	4
„ school pence - - -	3,524	9	1
„ capitation grants - -	7,342	9	8
„ other sources - -	1,319	4	7
Total - -	20.264	1	1

		£	s.	d.
Expenditure.—	Salaries - -	- 14,737	17	6
„	Books and apparatus	- 1,138	16	0
„	Miscellaneous -	- 5,026	10	9
	Total -	- 20,903	4	3

The number of children in average attendance in these 125 schools being 18,326, the average income per scholar in attendance is 1*l.* 2*s.* 1½*d.*, and the average expenditure 1*l.* 2*s.* 9¾*d.* The returns furnished by the managers of three out of the five schools examined this year on the simple inspection list gives a result of 17*s.* 2¼*d.* as the average income, and 1*l.* 2*s.* 9¾*d.* as the average expenditure per scholar in attendance.

Results of examination.

The following table gives the result of the examinations of the day schools:—

Passes on Examination.						On Attendance only.		Amount granted under Revised Code.		
Reading.	Writing.	Arithmetic.	Total.	Passed, deducted, not fulfilling Art. 4.	Passes for Payment.	Infants under Six.	Passed for Payment.	£	s.	d.
10,158	10,041	9,148	29,347	112	29,235	4,159	4,135	8,233	3	1

In the evening schools out of 852 scholars presented for examination (473 males and 379 females) 807 passed in reading, 762 in writing, and 743 in arithmetic. The amount granted under the Revised Code was 306*l.* 16*s.* 11*d.*

Progress made.

I am more firmly convinced than ever that the system of individual examination, required by the Revised Code, has been productive of almost unmixed good to the schools of my district. I need not repeat what I stated in my last report as to the wretched examinations passed by a great number of schools in my first tour of inspection. That state of things, I am happy to say, has utterly disappeared, at least in the schools taught by certificated teachers. The progress which I reported as having taken place has continued, and will, I hope, be permanent. The number of failures is comparatively small in the three lowest standards. It is very seldom that children are now presented to me under Standard I. who are unable to form their letters distinctly and read sentences composed of monosyllables. Almost all the children of Standard II. are able to transcribe a line of print not only fairly but very well. They can read at least fairly; most of them know their multiplication table very fairly, and can work sums in addition and subtraction. Writing continues good in Standard *III.*,

though the spelling is not always correct; reading and arithmetic are fair. In very many schools all the children of this Standard pass without failure. It is in the fourth and higher standards that the failures are most frequent in proportion to the number of the children examined. Except in the best schools I do not find a sufficient improvement in the reading, writing, and spelling of these standards, and I believe the per-centage of failures in arithmetic to be higher here than in the lower standards. Throughout the schools arithmetic continues to be the great stumbling block. Out of 10,451 day scholars 1,303 failed in arithmetic, or more than 12 per cent. A great improvement has nevertheless taken place during the last two years, for according to my last report the failures in this branch of instruction amounted to more than 21 per cent.

Instances of examination without a single failure are not rare in infants' schools. In other cases where they have occurred the number of children examined was in general far from large. There were, for instance, only 52 presented at Drury Lane Charles Street (girls), 44 at Chelsea St. Mary's, 46 at Kentish Town, 45 at Gloucester, 25 at Dover, and 22 at Maidstone. The Devonport St. Joseph's, and the Bristol Pennywell Road St. Nicholas' (girls) are considerably larger schools. Both are very good indeed. The latter has been examined four times since the introduction of the Revised Code, and every time without a failure. The Devonport St. Joseph's school has passed three examinations without a failure. Last year there were one or two failures, but I certainly did not think less highly of the school on that account. The most brilliant success this year in my district has been that of the Cardiff Girls' School. On referring to my Form XXIII. I find that 246 children, that is all who were qualified by attendances, were examined and passed successfully in reading, writing, and arithmetic. I forwarded to the Council Office a large heap of paper work done by the children of the higher standards, and I think it must have fully justified the favourable report I made upon the school.

It will not, I hope, be imagined that I attach undue importance to the mere fact of the absence of failures. A good school is of course much more likely to be successful in this way than a bad one, but accidental failures may occur in thoroughly good schools, such as the Hammersmith Practising School or the Woolwich St. Peter's (girls), and on the other hand grave defects may exist in schools where every child has succeeded in scrambling as it were through a pass in each subject. I have more than once expressed myself extremely dissatisfied on finding children only just brought up to the level of their standard and left there, and I have in every such case assured teachers that such a success was

the worst of failures, and that I should feel it a duty to recommend a deduction from the grant unless a great improvement were perceptible on my next visit.

As I have mentioned several schools by name, it is right to say that I have rarely found children of the first and second Standards so well-taught as at the Broadway St. Mary's school.

But while I feel it right to express my satisfaction that a certain amount of success has been obtained, I am very far from wishing to overestimate that amount, or to shut my eyes to several very painful but undeniable facts.

Instability of children's learning.

I have sometimes been greatly shocked to find how very soon children, who have been thoroughly well-taught, forget everything if their education is interrupted or neglected for a time. The minds of children are of so plastic a nature that an inefficient teacher will soon, as managers often find to their cost (when they employ uncertificated masters or mistresses in place of certificated ones), utterly destroy the results of several years' hard labour. Children who stay away from school for some months, and others who join a night school perhaps two years after finishing their course in a day school, have often to be dealt with as if they had never learnt the rudiments. The most satisfactory examination of a school is therefore no security for the permanence of educational results. The impressions made upon a child's mind, who on leaving school after two or three years' attendance is thrown among idle, ignorant, and illiterate companions, might almost as profitably have been traced upon water.

Children not classed according to age.

I am sorry to say that, even in the best schools, children are seldom classed according to their age. The satisfaction caused by seeing a large class pass an excellent examination under Standard I. or II. is greatly diminished on ascertaining that many of the children are 10, 12, or even 13 years old, and ought in a healthy state of things to have been presented under much higher standards. But who is to blame for this? As far as I can see, certainly neither the managers nor the teachers of the schools. And it would be most unfair and cruel under the present conditions of education to insist upon the presentation under Standards V. and VI. of children who have with difficulty been rescued from the streets and brought to school in total ignorance of the first elements of knowledge. A child who attends school regularly, and is examined under Standard I. when seven years old, may very easily pass his examination under Standard VI. when he is 12, but it is a most melancholy fact that considerably more than half the children over six, indeed more than sixty per cent. of the number, remain at school less than two years. The amount of instruction which they acquire must of necessity be miserably small: how much of it is likely to be retained in after

years? There are schools in which it appears almost hopeless to expect the presentation of children in a standard above the third. The Birmingham St. John's Boys' School, for instance, has been fined year after year for non-fulfilment of supplementary Rule IX., but its first-class regularly dwindles during the twelvemonth preceding inspection from 15 or 20 down to 4 or 2.

Children above 12 years of age.

I concluded my report in 1865 by contrasting the social position and prospects of the poor children of my district with those of the children inspected by my colleague Mr. Waddington. I take the liberty of once more contrasting the statistics of the two districts. There are 27,892 children on the registers of the schools of my district, but only 19,541 on the registers of Mr. Waddington's schools. But in Mr. Waddington's district 2,257 children, or 11·55 per cent., are above twelve years of age, whereas in my district the children above twelve are only 2,036 in number, or 7·29 per cent. I find moreover from Mr. Waddington's report, that the per-centage in British and Wesleyan schools generally of children about twelve is 12·45, that is 5·16 por cent. above the corresponding per-centage in the schools of my district. These figures, if translated into language, imply an enormous difference in the social scale between the children of the respective districts. Those who belong to the less favoured district are evidently doomed to be the hewers of wood and drawers of water to the rest of the community. It is therefore by no means surprising that a large number of managers, finding it hopeless to overcome such difficulties as the irregularity of attendances, the short duration of stay at school and removal at an early age, should wish them to be met by legislative measures. The opinion favourable to compulsory education has been quietly but steadily growing among managers for the last three or four years, but I am not quite sure that those who are most determined in advocating it have very clear notions as to the mode of harmonizing it with the denominational system.

Compulsory education.

Defects of pupil-teachers.

I am not very sanguine in expecting much *direct* good from the operation of the Minute of the 20th February last. The "higher subjects" are not likely to be cultivated with very great success by children who remain at school for two or three years at the utmost. But, indirectly at least, I expect much good from the minute. Masters, mistresses, and pupil-teachers will be obliged to cultivate the subject they teach. Two years ago I reported unfavourably upon the instruction of pupil-teachers. I am sorry to say that I have not seen much improvement since that time. But the failure of 11 out of 17 candidates for admission at Hammersmith last Christmas will I trust have produced a salutary effect upon the minds of those who are most deeply interested in

maintaining a supply of masters for the Roman Catholic schools of the country. But the defects I complain of are by no means peculiar to the male pupil-teachers, nor are they confined to the pupil-teachers of my district.

From reports of other inspectors and from the examination papers I have to look through at Christmas it is evident that these defects exist in schools of all denominations. Simple ignorance, when it is not the result of idleness, is the most pardonable of failures. I do not think the worse of a candidate for not being able to remember the height of Chimborazo or the latitude of Cape Horn. But the gross inattention which fails to apprehend the drift of a simple question, the unconsciousness of any definite limits between what is known and what is not known, the utter absence of thought which pours forth elaborate nonsense as unintelligible to the writer as to the reader—these are inexcusable habits which masters and mistresses should labour to destroy in their apprentices. The candidates for admission were asked to "write down the heads of a lesson to a *first* class of "a *good* school on geography." Not one of the female candidates whose papers I examined had paid the slightest attention to the words printed in italics. A male student, in reply to a question as to "the most important cautions to be "observed in promoting warmth of person," answered, "Don't "stand with your back to the fire before company, it shows "ill breeding." Another student defined "bank notes" as "schedules of security." What meaning could have been present to his mind when giving this answer? What could a pupil-teacher have meant when he wrote—"The Thames "rises in the Crampian Hills and drains the river Severn "and flows into the river Wash." A first year male student wrote—"The method of recovering a debt is chiefly by "means of Inland Revenue, and the constant communication "with other nations by which interest is made on the amount "of capital bestowed." This want of intelligent thought is fatal to composition. A female pupil-teacher in her second year had listened to the description of the oryx, which is said to be "an animal of the antelope kind of the size of a "common ass, but with long and sharp horns." In her attempt at writing this down from memory she described the oryx as "having long and sharp horns like a common ass." Here at least we have grammar if not sense, but I have constantly to read passages like the following:—

"Before the water is took out of the pump it is full of air and must be took out before water will pass through the pump." (Description of common pump.)

"The air is useful as a respirator because it purifies any impure smell that may have got abroad, and thus makes it fit to breathe." (Composition of air.)

"If a person owes any money to another he can obtain it by placing it in the hands of the County Court who will make him pay it by instalments to them and then you can receive from them."

It would be idle to quote more of this rubbish. The specimens I have given exhibit a style of answering which I find to be extremely common. It would not be so if in the first years of apprenticeship pupil-teachers were properly taught to answer questions upon paper.

Log-books. Poverty of thought, however, I am sorry to say, is not peculiar to pupil-teachers or students at the training schools. It is of course quite possible in the nature of things that in some schools everything always goes on "as usual," and that day after day there is "nothing to remark," but when I find log books containing scarcely any other entry but these two and contrast them with other log books full of acute and sensible observations I am strongly reminded of the story of "Eyes and No eyes." But when "No eyes" is a schoolmaster the defect is incurable, because he imagines his education to be complete. There is, however, one entry the omission of which is always inexcusable; that is the absence from school of the principal teacher. I have had in the course of the last two years to report upon more than one school from which I was certain that the principal teacher had been frequently absent, but no record of the absences had been kept. In such cases the schools of course lost their grants.

Registers. Grants have also been lost for registers badly kept. I have had several times to report upon the inaccuracy of entries, but in most cases the inaccuracy was unintentional. I have unfortunately, however, been obliged to report of cases in which there could be no doubt that deliberate fraud had been attempted.

Accounts. That school accounts have often been kept in a most unbusiness-like way is quite certain. I once found the amount paid for the rent of the schoolroom entered under the head of endowment. But I have never had occasion to question the honesty of a single return. The defects of school accounts in my district are precisely the same as I find from the information furnished me by some of my colleagues and from Mr. Hamilton's report to be common to all school districts. The new Form IX. will, I trust, be a means of securing greater accuracy.

Certificate as a condition of aid. I do not think it would be right for me to bring this report to a conclusion without expressing my conviction that were the teachers' certificate, as a condition of aid, dispensed with, the effects of such a measure would be simply ruinous to primary education in English Roman Catholic schools. Uncertificated teachers, as the cheaper article, would be substituted almost everywhere for the more expensive, but at the

same time indescribably more efficient class of teachers, and Her Majesty's inspectors would be called upon day after day to report on schools like some I have examined, enjoying perhaps a considerable reputation, and in which the teacher possesses the entire confidence of the manager, but where hardly a single child can pass in one of the subjects required by the Revised Code. The experiment would finally be recognized as a failure, but the mischief done by it would be irreparable.

I have the honour to be, &c.

P. Le Page Renouf.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. JOHN BLACK, M.A., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected by him in the Counties of* ABERDEEN KINCARDINE, *and* FORFAR.

MY LORDS,

AFTER an interval of two years, I have the honour to lay before your Lordships another general report on the schools inspected by me in the north-eastern counties of Scotland.

Increase of schools under inspection.

Since my appointment to this district, and I believe for several years before that, the increase of inspection has been steady and rapid. The first list sent to me, in February 1864, of schools to be inspected for "annual grants," contained the names of 140 such schools. At the date of my last general report (January 1866) the number had increased to 184; it is now 217. That is to say, an addition has been made to this part of my work of about 20 schools per annum for the last four years. As this increase has gone on in spite of the anomalous and uncertain condition of our educational arrangements in Scotland, there seems no reason to doubt that it will continue.

How met. "Simple inspection" schools neglected.

Hitherto I have been able, or almost able, to meet the increasing demands upon me. In the first place it became necessary to ignore altogether the claims of those schools which are subject to inspection on account of building grants, book grants, invitation of managers, &c. In a circular from the Council Office, dated 7th August 1867, Her Majesty's inspectors are instructed that "it is on all accounts most de- "sirable" to visit such schools "whenever occasion offers." They must, however, be postponed to schools which are in receipt of annual grants; and when, as in my case, the annual grant schools are so numerous as to occupy every day available for inspection, nothing can be done to carry out the objects of the circular in question. This is no doubt to be regretted, but it cannot be helped. In one case during the past year, where the request for inspection was urgent, I contrived to devote an afternoon to an "invitation" school, after having inspected an annual grant school in the forenoon. But, with this single exception, my present report deals with annual grant schools only.*

"Annual Grant" schools

The mere omission of "simple inspection" schools, however, was not long sufficient to bring the increasing work

* It may be necessary to explain that I include under that head a few schools in which my visit was preliminary to the teachers' examination for certificates of merit.

within reach of my efforts. Another class of cases afforded further relief. From changes of teachers and other causes, it sometimes happens that, in a school ordinarily receiving annual aid, there is for a year no grant due. The conditions are for the time unfulfilled. Living in the midst of the schools, I am often aware of such special circumstances beforehand, and accordingly I applied for leave, which was kindly granted, to pass over such cases without inspection, and send in, instead of a report, a note of the reasons for their omission. Besides these, I was instructed to pass over two schools in Fraserburgh, which had been closed during the prevalence of cholera in the town. Thus my annual grant list for 1866–7, which numbered upwards of 200 schools, was practically reduced to 194. These were all inspected, and, with the simple inspection school already mentioned, make a total of 195 schools (separate establishments) inspected within the year.

passed over in certain special cases.

Number of schools actually inspected.

If the list for the current year be dealt with in the same way, there will fall to be inspected about 210 schools, but whether I shall be able to overtake them all seems more than doubtful.

Work of the current year.

There is one element of uncertainty in determining how much an inspector in this district can accomplish, which, till last year, I have not had much occasion to take into account. I refer to the chance of being "storm-stayed," or kept from travelling by snow. North of the Grampians, at least, an inspector's winter campaigns are seldom without some troublesome or perhaps amusing adventures. It is not convenient to put off a visit, the time of which has been intimated. Besides the loss of a day, there is the danger of causing disappointment to the parties concerned. Nor does one like to have his arrangements disturbed and his progress stopped by unforeseen difficulties. Hence one is usually disposed to make an effort, even when the prospect is not a hopeful one, to reach a school at the time appointed. It would be easy to give ludicrous examples of the difficulties thus encountered, but such merely personal details would serve no good purpose.

Detention by snow-storms.

It may be worth while, however, to quote a few passages from my reports on individual schools, showing how the schools in this part of the country are affected by a severe winter.

Effect of severe winter on state of schools.

Cushnie Parochial School, 8th March 1866.—"The ground was so deeply covered with snow that only the children who lived near (about one-third of the usual attendance) could be present."

Examples:—Winter of 1865-6.

Wells of Ythan Parochial School, 15th March 1866.—"After walking for two or three miles through wreaths of snow impassable by any wheeled vehicle, I was surprised to find a full attendance (114 present). It is worthy of record, as being probably a novelty in the history of school inspection, that several of the children had been driven to the

schools on sledges, no fewer than six sledges having been thus employed. The desire to have their children present in spite of difficulties indicates a very healthy feeling among the people, and their support and co-operation are well deserved by the master, who, with the help of his wife, is conducting the school with superior skill and success."

Winter of 1866-7.

These extracts refer to the winter of 1865–6; last winter, however, was much more severe, especially in January. The following examples may be given:—

Kincardine O'Neil Parochial School, 11th January 1867.—"A severe snowstorm detained me in travelling to the school, after inspecting another, till it was too late in the afternoon to see the whole work thoroughly, and let the children away in time to get home safely by daylight. The attendance was also much reduced by the state of the weather and roads."

The children, I believe, did "get home safely," but that night I failed to get home myself. The railway was completely blocked up by the snow, which was still increasing. Luckily, a temporary clearance was effected, and one train pushed through to Aberdeen next morning, otherwise I should have been detained at Kincardine O'Neil for several days. As it was, I lost nearly a fortnight by that snowstorm. My next report begins thus:—

Insch Parochial School, 25th January 1867.—"About half of the children were absent, owing to the state of the weather and roads."

A few days afterwards (30th January 1867) I have to report as follows on *Newseat Female School:*—

"The school was seen at some disadvantage so soon after a snowstorm by which it had been virtually closed for weeks."

Next day (31st January 1867) a similar "disadvantage" is reported in the case of *Old Deer Bulwark Girls' School:*—

"The school had scarcely been in operation for a month, the Christmas holidays having been succeeded by a snowstorm which rendered it quite inaccessible for a week or two."

The zeal which served to bring out the children at Wells of Ythan on the day of inspection in 1866 could scarcely be expected to continue effective through a long period of stormy weather. Hence my report on the same school for 1867 (19th March) has to take note of irregular attendance. It runs thus:—

"Few schools suffer so much as this one does from a severe winter. In a snowstorm it is often inaccessible, and hence the attendance is very apt to be interrupted. Such has been the case to an unusual extent this year, and it is not to be wondered at that the appearance made is not quite so good as formerly. The work is, however, very carefully done, and I have no doubt the position of last year will soon be regained."

It would be easy to multiply extracts, but these are probably enough. For the sake of my own work, as well as of more important interests, I hope we shall not soon see another winter like that of 1866–7.

Statistics of schools inspected.

Departments.

The number of schools inspected during the year was, as already stated, 195. The number of departments may be variously estimated. In some cases a master and mistress in the same school are entirely independent of each other. Their rooms are quite separate, and the whole organization of their classes as distinct as they could be in different schools. In other schools, again, the mistress takes charge of the junior classes, either in the same room with the rest or in a class-room, and is more or less under the direction and control of the master. Nor are these by any means all the varieties of arrangement. Hence it not unfrequently happens that one is at a loss whether to regard a school as consisting of one or more departments. The simplest way seems to be to reckon a department for every teacher (master or mistress), but not for assistants. On this principle, the inspected schools contain 310 departments, viz.:—

For book lessons - - - -	223
For sewing and other industrial work - -	87
	310

Masters and mistresses.

These 310 departments are under the charge of—

Masters, certificated - - -	129	
„ not certificated - - -	10	
		139
Mistresses, certificated - - -	77	
„ not certificated (including sewing mistresses) - -	94	
		171
		310

Assistants, pupil-teachers, and monitors.

The aid required by the teachers of large schools may be procured in the form of (1) assistants, (2) pupil-teachers, and (3) monitors. Of the last I have generally kept no memorandum. Some teachers employ a number of their more advanced pupils as occasional monitors, so that any really valuable statistics of this form of aid are not easily obtainable. The candidates for apprenticeship as pupil-teachers, however, are usually thus employed, and their numbers indicate pretty nearly the amount of monitorial assistance at the teachers' disposal. In the schools inspected I found—

—	Males.	Females.	Total.
Assistants { certificated - -	6	2	8
Assistants { not certificated -	1	2	3
Pupil-teachers - - -	69	60	129
Candidates - - -	51	47	98

Total number of paid teachers.

The candidates are generally unpaid. There would thus be a paid staff of 450 teachers, assistants, and pupil-teachers,

or 2·3 on an average to each school. Of these, 214 hold certificates of merit or have passed the necessary examinations for such certificates.*

Number of pupils.

With regard to the work done by this staff of teachers, the following numbers may be given:—

Children reported as "in average attendance" at the inspected schools - - - -	15,351†
Children present at inspection - - -	16,995

Thus there were 87 children present, on an average, in each of the schools on the day of inspection, representing an average attendance at each school of about 80.

Progress and attainments of pupils.

It is not enough, however, to know the number of children in the schools, without taking account of their progress and attainments. These can be best shown, as far as the elementary subjects are concerned, by exhibiting, in a tabular form, the results of the individual examinations under the Revised Code. In nine schools, and in the boys' department of a tenth, no individual examination took place. Some of these schools were inspected for the first time, and had not sufficient registers; in others a change of teachers, involving loss of registers, had taken place, so that it was not possible to fill up the "Examination Schedule" correctly. They are therefore left out of account in the following calculations. There remain 186 schools, with 16,433 children present, in which 8,470 children were individually examined. The following table gives the results of this examination, and also, for purposes of comparison, the corresponding results for the year 1864–5, as stated in my last report.

Results of Revised Code examinations.

TABLE I.

—	Year ending 31st August 1865.				Year ending 31st August 1867.			
	Number examined.	Number passed in			Number examined.	Number passed in		
		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
Standard VI. -	49	49	36	36	369	368	316	282
„ V. -	299	297	247	215	598	584	452	446
„ IV. -	1,130	1,109	774	754	1,121	1,084	715	786
„ III. -	1,487	1,417	1,079	968	1,832	1,683	1,293	1,265
„ II. -	1,911	1,737	1,708	1,006	2,173	2,074	2,097	1,511
„ I. -	2,268	2,030	1,385	1,170	2,377	2,273	2,023	1,825
Total -	7,144	6,639	5,229	4,149	8,470	8,066	6,896	6,115

* Some of the teachers here reckoned as "not certificated" have since passed the examination for certificates.

† The returns under this head are not complete; 16,000 would be about the correct number.

Besides the numbers given in this table, 1,304 children under six years of age were entered in the schedules as having completed 200 attendances. Infants.

These numbers will more readily convey the information desired, if converted into per-centages, as in the following two tables:— Results of examinations in per-centages.

TABLE II.—PROPORTION EXAMINED IN EACH STANDARD.

	Year ending 31st August 1865.		Year ending 31st August 1867.	
	Per Cent. of Total Number examined.	Per Cent. of Total Number present.	Per Cent. of Total Number examined.	Per Cent. of Total Number present.
In Standard VI.	0·7	0·4	4·3	2·2
„ V.	4·2	2·2	7·1	3·7
„ IV.	15·8	8·5	13·2	6·8
„ III.	20·8	11·2	21·6	11·1
„ II.	26·8	14·4	25·7	13·2
„ I.	31·7	17·1	28·1	14·5
Total examined	100·	53·8	100·	51·5

TABLE III.—PROPORTION PASSED IN EACH SUBJECT.

	Year ending 31st August 1865.			Year ending 31st August 1867.		
	Per Cent. passed in			Per Cent. passed in		
	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Of those examined in Standard VI.	100·	73·5	73·5	99·7	85·6	76·4
„ V.	99·3	82·6	71·9	97·7	75·6	74·6
„ IV.	98·1	68·5	66·7	96·7	63·8	70·1
„ III.	95·3	72·6	65·1	91·8	70·6	69·0
„ II.	90·9	89·4	52·6	95·4	96·5	69·5
„ I.	89·5	61·1	51·6	95·7	85·1	76·8
Of total number examined	92·9	73·2	58·8	95·2	81·4	72·7

(1.) The first thing to be noticed in these tables is a slight falling off in one point, where there was probably as much room for progress as in any other, viz., in the proportion of children individually examined to the whole number present (Table II., columns 2 and 4). For the year 1864–5 this proportion was only 53·8 per cent., and I fully expected that ere now it would have risen to about 60 per cent. It is not, therefore, without some disappointment that I have found to be the per-centage for last year 51·5. The smallness of this percentage must of course be borne in mind when the value of the other per-centages in the tables comes to be considered. Proportion of children examined to children present less than formerly.

It may be assumed that a good many more were qualified by attendance to be presented for examination, and that those kept back were not generally the best pupils. Hence the proportion of "passes" is probably more favourable than in strictness it ought to be. At any rate, the whole results obtained are less reliable as an index of the state of the schools, and therefore less valuable, than they would have been had every qualified pupil been entered in the schedules.

Increased proportion in higher standards.

(2.) There has been a very satisfactory rise towards the higher standards during the two years (Table II., columns 1 and 3). Standards V. and VI. contained in 1864–5 about five per cent. of the whole number examined; last year they contained upwards of 11 per cent. This increase much more than balances the slight decrease in Standard IV., while Standard III. has also increased. There ought in fairness to be added to the numbers for last year those who had already passed Standard VI. There were very few, if any such, in the schools in 1864–5; now their number is considerable, but, from the want of complete returns, cannot be correctly stated. So far as it goes, it would render still more satisfactory the comparison of last year's results with those which I had formerly to report.

Comparison with general results for all Great Britain.

It may be worth while to remark, that the per-centages in the third column of Table II. are very nearly identical with the corresponding per-centages for all the day schools inspected in Great Britain in 1865–6, as calculated from the statistics given in last Blue Book. I do not believe, however, that these per-centages fairly represent the character of the schools in this district, which ought to have, and will yet have, much more than an *average* proportion of children in the higher standards.

Increase in proportion of passes, especially in junior classes.

(3.) The per-centages in Table III., taken as a whole, indicate progress and improvement. It is also very satisfactory to find that the improvement is greatest where it was most needed, viz., *in the junior classes*. The work now required of these classes, when well arranged, affords an interesting and agreeable variety, much better than the dreary monotony of reading, spelling, and idleness, of which many of us have but too lively recollections. Nothing is more delightful to a young child than the exercise of his constructive and imitative faculties. There is scarcely a plaything that will give more amusement than a slate and pencil; and when these instruments have once become familiar, as they soon do, to the little hands, there is no great difficulty in making them the means of securing most valuable educational results. The first steps in writing and drawing may be got over almost unconsciously by the young learner. He needs only to be directed and encouraged, very seldom indeed to be coerced. His writing, besides, has a

reflex influence on his reading; he learns the letters by trying to write them on his slate, and afterwards, by the same process, becomes more thoroughly familiar with the form and spelling of words. There is therefore no reason to be surprised when we find that, with increased attention to slate-work, and a considerable time devoted to the elements of arithmetic, the reading of Standards I. and II., instead of falling off, has also improved.

Reading of the higher classes.

(4.) It does not appear that the reading has improved in the higher classes (Standards III.–VI.) Nor has it fallen off to any serious extent, if at all. The comparatively large number of failures during the past year in the reading of Standard III. must, I think, be exceptional; at least no satisfactory explanation of it occurs to me. In Standards IV., V., and VI. the per-centages for reading may still be regarded as highly satisfactory, considering the increased proportion of the children now advanced to these standards. Standard VI. in particular falls short of perfection by a single failure, while in Standard V. the whole number of failures is only 14.

Rare occurrence of "good" reading.

It must not, however, be understood that the reading which "passes" is always as good as it should be. There must ever be a wide interval between "good" and "failure." Really good reading is, I fear, rather the exception than the rule in our common schools. Fluency, a tolerably correct pronunciation, and a fair appreciation of the sense are by no means rare; and this is perhaps all the excellence that in most cases we can hope for. But there are not a few schools in which, from the age and opportunities of the children, it would not be too much to look for taste and expression.

Elocution, once a popular subject, now fallen into disuse.

We have unfortunately not yet recovered from the effects of a strong reaction in this matter. A good many years ago elocution was the *ne plus ultra* of scholastic accomplishments. It had its day, and was carried, like many other good things, to an absurd excess. Then the tide turned; the so-called "intellectual" system was introduced, and "recitations," once so popular, fell into disrepute. Even yet they are almost entirely neglected. But why should they? Few exercises are more valuable, few more suitable, in ordinary cases, to the genius and capabilities of childhood. We are the inheritors of the noblest literature in the world, and many of its most precious gems, both in poetry and prose, are already to be found in our school books. It is usually very little trouble to a child to commit such pieces to memory, provided he is first taught to appreciate and admire them. To repeat them when learned, with his best delivery, is in most cases a positive delight. And surely it is not difficult to see how such exercises would promote good reading, besides otherwise cultivating the taste as well

Importance of committing to memory passages for recitation.

as the heart and intellect of the scholar. They would enlarge his vocabulary, store his mind with beautiful thoughts, images, and expressions, guide him in composition, and, in short, tend in so far to produce in him all those refining and improving effects, which the educated man experiences, in larger measure, from his constant contact and familiarity with literature.

Learning and reciting of psalms, paraphrases, and passages of Scripture.

The good old custom of giving out a portion of a psalm or paraphrase, or a passage of Scripture, to be learned by the children on Sunday, besides being important on higher grounds, might be made serviceable in the way here indicated. The mode in which such lessons were wont to be repeated, did not, it is true, generally tend to the improvement of the children's reading or to the cultivation of their taste, but it certainly might and should be made to do so. It is a pity that many teachers have now given up this practice, which is recommended by so many considerations.

Teacher must set good example in reading and reciting.

In all such exercises, and in the ordinary reading lessons, it can never be too often insisted on that, since reading is an imitative art, a good example by the teacher is essential. However elementary this truth may appear, it has not yet, in all cases, been practically learned. To "hear" a class read is still too often a correct description of what passes for a reading lesson. When reading comes to be not only *heard* but *taught*, good reading will no doubt be more general.

Slate writing much improved.

(5.) With regard to the writing of Standards I. and II., the figures given in Table III. are very satisfactory. The actual improvement is even greater than these figures indicate, for what was wont to pass on the ground of mere legibility now aspires, in many cases, to something like elegance.

Less carefully done than writing on paper.

This ought to be the aim in every case, for here, as in reading, there is much room for merit above a mere "pass." No reason can be assigned, for none exists, why slate-writing should not be executed as carefully, and with as many aids and appliances for securing success, as the same exercise on paper. Whenever it is so, the writing is invariably good.

Slates should be ruled, and models given.

Why, for example, should not as much pains be taken in ruling the slate as in ruling the copy book? Why should not a model be as carefully "set," and exact imitation as strictly enforced in the one case as in the other? Yet the astonishing fact is, that the slates are often not ruled at all, or a few *freehand* lines are hurriedly drawn by the children themselves, and being of course crooked as well as irregular, serve the purpose of leading them wrong in those very particulars where proper ruling would keep them right. This last practice is so absurd, that hardly anything short of actual observation could have convinced me of its prevalence. A correct model, in some form or other, is always at hand for copy writing on paper, but the slate-writer is not unfrequently

left to deform the fair proportions of his letters, and invent imaginary beauties according to his pleasure. Even when he has a model, a close adherence to it is not always considered necessary. There is in fact a sort of laxity in the received laws of slate-writing, which is not easy to explain, but which goes far to account for the notion that slate-writing spoils the hand for writing on paper. No doubt it does, when thus carelessly taught; under proper precautions I believe it does not. In those schools, now much more numerous than they were two or three years ago, where the teacher has taken pains to have the slate-writing not only legible, but really good, I have always found the writing on paper to be good also. On the whole, the use of slates in the junior classes of schools, except where they are used amiss, seems to me an unmixed benefit, and for the extensive diffusion of this benefit we are mainly indebted to the Revised Code.

Slate-writing, when well taught, a good preparation for writing on paper.

(6.) The per-centages of "passes" in writing *from dictation* (Standards III.–VI.) are less favourable than I expected, and certainly much less favourable than they should be. Yet I am not prepared to admit that there is any falling off in this subject since 1864–5. The *apparent* falling off is probably to be explained by the fact that, relatively to their general advancement, many of the children were presented in higher standards, and therefore tried by a somewhat severer test, in 1866–7. The true inference, therefore, from this part of the table is, not that the writing from dictation has absolutely grown worse, but that it has failed to keep pace with the progress of the children towards the higher standards. Even this is a conclusion very much to be regretted. The subject is one of primary importance, and much time is properly devoted to it. It is true that the use of pen and paper forms a difficulty in passing from Standard III. to Standard IV; hence, no doubt, it happens that the writing of this latter standard gives the lowest per-centage in the table, so far as the past year is concerned. But, to speak generally of all the standards into whose requirements the subject enters, there is surely no such inherent difficulty in teaching children to write down a few lines of ordinary English with tolerably correct spelling and decent penmanship, as would account for the failure of nearly one-third of them in that exercise. The truth seems to be that writing from dictation is not well taught. Children are pushed on prematurely, and get exercises quite beyond their attainments. *Transcription*, by far the best preparation for writing from dictation, is either not sufficiently practised, or (which is worse) it is done carelessly by the pupil and not properly revised by the teacher. In this exercise errors should be rarely found. To mis-spell half a dozen words in copying as many lines from a printed book is unpardonable, for a copyist has, generally speaking, no

Writing from dictation.

Writing of Standard IV. gives lowest per-centage.

This subject not well taught.

Transcription should precede it; exercises should be carefully graduated.

excuse for making such errors at all. In a dictation exercise, on the other hand, some errors are to be expected. If there are none, the exercise is probably too easy to secure the fullest possible benefit to the writer. But it is far better to get an easy exercise well done than a harder one bungled. When a boy misspells every third or fourth word, and many of them absurdly, it is a sure sign that he cannot profit by such work, and should at once be set to try something easier and more suitable to his stage of advancement. I am satisfied that by a proper gradation of exercises, beginning with the formation of letters, and proceeding by slow and careful steps to the copying of words, first from manuscript models and afterwards from print, and so on through easy dictation passages to the more difficult, the time devoted to these subjects might be turned to far better account.

Arithmetic improving.

(7.) It will be seen that arithmetic, though still the weakest subject in the schools, is also the one in which most uniform progress has been made. All the standards show better results than they did two years ago. In Standards I. and II. the improvement is remarkable, while the fact that Standard I., which was formerly the worst, now gives a larger proportion of passes than any of the others, is a conclusive proof that arithmetic is no longer a neglected branch of instruction in the junior classes of our inspected schools.

Average results not a measure of *good* schools.

Such are the results for the year of the individual examinations. It ought to be borne in mind that these averages include all classes of schools, and are not to be taken as a measure of what may be expected in a good school. The general per-centage of failures over all the subjects is 16·9, but in a good school this per-centage ought never to exceed 10. It often falls much lower. A *perfect pass* has occurred once or twice in my experience, but not during the past year, nor in any really first-class school. Such complete success is not a little suspicious. To attain it honestly, without having recourse to expedients more or less questionable, is no doubt within the limits of possibility, but it must be a phenomenon of very rare occurrence; and when it does occur, it may be purchased at the sacrifice of everything beyond the "Standard" work, in which case I should not attach to it a very high value, or regard the school as one of extraordinary merit.

A *perfect pass* of very rare occurrence.

Its value.

Change of opinion in regard to Revised Code examination.

Many managers and teachers of schools, who were at first strongly opposed to the Revised Code examination, have now come to regard it more favourably. Indeed it can hardly be doubted, by any one who is qualified to form a judgment, that in so far as reading, writing, and arithmetic are concerned, it has already done good work, and will yet do more. But there are still misgivings, not altogether unreasonable,

Anxiety as to its effect on the higher branches.

as to its influence on the higher branches. One seldom hears now the kind of nonsense that used to be so largely spoken and written about "degrading our schoolmasters," and the like, as if it could be "degrading" to any man to perform the most essential part of the duties of his office. But, on the other hand, there is no one that I know so ardent an admirer of the standards, as to contemplate with satisfaction the prospect, or even the possibility, of our whole school education being confined within their range. That your Lordships wish to guard against such a result is manifest from the Minute of 20th February 1867, which was adopted, *inter alia*, to "encourage elementary instruction in subjects beyond "those specified in Article 48." That Minute had scarcely come into operation during the past year, and it was an interesting and anxious question how far, if at all, the higher branches were being neglected, and how far the neglect of them was avoidable. The present attitude of the most enlightened friends of education amongst us towards this question, and towards the Revised Code in general, is well expressed in the Report of the Presbytery of Turriff to the General Assembly's Education Committee on the Schools examined by them last year. They remark—

Minute of 20th Feb. 1867.

Opinion of Turriff Presbytery.

"The tendency of the Revised Code towards a more painstaking and thorough teaching of the elementary branches was apparent in some of the schools; and how to attain this most desirable end, and at the same time secure due attention being paid to the more advanced classes, is a question of no small importance at the present time."

It is quite obvious that a teacher, who gives more time than he formerly did to one part of his work, must either work longer, or give so much less time to the other part. To require more work of the teacher is, in general, neither possible nor desirable. The second alternative is, therefore, inevitable. It is true that geography and grammar are still taught in nearly all the schools, and Latin in many of them. It is also true, as some of my colleagues have observed, that these branches are generally best taught where the more elementary work is best. Yet they must receive less attention than they formerly did, and, unless the attention then bestowed on them was disproportionate to their importance, as I believe it often was, the attention now bestowed on them must of course be inadequate. On the whole, the present distribution of our teachers' time is probably fairer than the former. In very few cases indeed have I had reason to complain of the higher branches being neglected.

Division of teacher's time between elementary and higher work.

The question whether a teacher is "degraded" by performing any, even the humblest, of the duties of his office, is altogether different from the question whether a highly educated master is best fitted for the performance of the humbler duties. This latter question, indeed, resolves itself

Highly educated masters not disqualified for elementary teaching.

into two, the one having reference to education, the other to sex. That a highly educated teacher, whether master or mistress, is in virtue of his education better fitted, *cæteris paribus*, for the performance of any duty whatsoever, seems almost an axiom. An education which disqualifies for the performance of duty is not worthy of the name. It may not be necessary to employ a great mathematician to teach the multiplication table, but surely his mathematical ability does not unfit him for such a task. He may, no doubt, be unfitted for it by some silly notion that the work is beneath him, but such a notion, being a moral weakness, is quite as likely to exist in a man of less capacity and attainment. If, therefore, men of high education can be got (and they must be got if they are required for other parts of the work), there is no fear that they will be disqualified by their attainments for teaching the humblest elements. It may be a waste of power to set them to such work, but there is no reason why they should not do it well.

Superior education of parochial schoolmasters, especially in north-eastern counties.

University examination of such schoolmasters.

In this most important respect the parochial schoolmasters of Scotland in general, and of the north-eastern counties in particular, stand foremost among elementary teachers. Public opinion demands, in this part of the country, that they be qualified, not only to teach the common branches, but also to prepare boys for entering the university. The examination which they are required, by Act of Parliament, to pass at the local university on their appointment, involves a knowledge of Latin and the elements of Greek, and instances are not wanting of certificated teachers being rejected in these subjects. Nor does the knowledge of these languages usually fail to be turned to good account. From some of the very same schools where the Revised Code is thoroughly and successfully worked, as well as from others of a similar class not under inspection, boys go up to the competition for bursaries (scholarships) at the university, and prove a match for those who have been trained at academies and other better class schools. When a boy from a rural parish is sent to a distance to attend one of these last-mentioned institutions, it is generally not on educational but on social grounds, not that he may be better taught, but that he may mingle with more genteel companions. The parochial schoolmasters are, in fact, quite as well educated as most of the teachers in such institutions.

Preparation of pupils for university.

Influence increased by high education.

Why sometimes unskilful teachers.

Generally speaking, men of this stamp cannot but have more weight and influence in a school and in a parish than those of lower attainments. It would be a libel on education to suppose the contrary. It is quite true that they are sometimes unskilful teachers, not certainly from the superiority of their general education, but because their professional education has been neglected. Get them over this drawback, and

they are the best teachers of all; best because most intelligent, most independent of routine, and ablest to take a broad, comprehensive view of their position and their work.

Infants should be taught by well-educated mistresses.

While maintaining, therefore, the superiority of well-educated teachers, I am free to confess that I think it is generally a waste, or perhaps rather a misapplication of power to employ masters, educated or uneducated, in teaching infant classes. Mistresses do the work far better. They have by nature more sympathy with little children, and exert a kindlier, more civilizing, and altogether more beneficial influence over them. The mistresses, too, should be highly educated, the more highly the better, provided their education lie in the right direction.

Such mistresses should be employed in mixed schools.

By the employment of such a mistress in every mixed school, or at least in every one of considerable size, the mere sewing mistresses, with whom too many are now satisfied, might be dispensed with, and the master's hands so relieved of the work which least suits him, as to leave him time for giving "due attention to the more advanced classes." Should the attendance be large enough to render further assistance necessary, girls might be employed as pupil-teachers; they are more easily got and more serviceable than boys. This is no fancy picture; several parish schools are already organized in the way here recommended.

Sewing mistresses not so good, but still very valuable.

In speaking of sewing mistresses being superseded, I would not be understood as intimating any disapproval of that most useful class of teachers. On the contrary, there are few things for which the country is more indebted to your Lordships' regulations, than for the introduction of sewing as a branch of education in almost all our mixed schools. What I wish to see is the employment in these schools, wherever it is possible, of mistresses who, without in any degree neglecting sewing, would be able to teach other branches. Meanwhile the sewing mistresses are doing good work, and their services cannot be dispensed with. No fewer than 87 are employed in the inspected schools. Many are the schoolmasters' wives or other near relations. These are generally well qualified; two of them are certificated teachers. A few others are the schoolmasters' domestic servants; one, at least, of this class does her work remarkably well. Others, again, are seamstresses or dressmakers in the locality. Not one, perhaps, of the whole number could be reported as incompetent.

Generally efficient.

Needlework not always provided for.

There are still 19 mixed schools among those inspected in which needlework is not provided for. With one or two exceptions, they are either (1) in the close vicinity of girls' schools to which the girls may be sent, and generally are sent, during a portion of their school time, or (2) recently put under inspection, and not yet fully equipped, so as to fulfil the conditions of aid, or (3) attended by very few

girls. The number of such schools, however, is steadily diminishing.

Separate girls' schools.

On the other hand 57 of the inspected schools are under the charge of mistresses only, and this class of schools is increasing. They are generally very efficient and have done much good. But it is doubtful whether the same ends might not have been more successfully attained by employing the mistresses, in the way I have already indicated, in the parish schools. The opinion that girls should be taught separately from boys is probably gaining ground, but it cannot be said to be popular in this district. It would not be easy to show that any evil necessarily arises from their intermixture, while the saving of labour effected by a proper division of the work between the master and mistress is a manifest advantage on the other side. The prejudices of the older parochial schoolmasters against all female teachers were often a barrier to a harmonious arrangement, and hence separate girls' schools were often erected, and have assumed a position of rivalry, in cases where their promoters would gladly have adopted the plan of co-operation. Such prejudices, however, have nearly disappeared, and which plan should now be encouraged is one of the grave questions of our unsettled educational condition.

Intermixture of sexes in schools.

Pupil-teachers.

Large number of candidates—how accounted for.

The number of pupil-teachers in the inspected schools was not much larger than formerly. It appears, however, that there were no fewer than 98 candidates for apprenticeship. The pupil-teachers admitted within the last few years were engaged provisionally, for shorter or longer periods, according to the date proposed, at the time of their engagement, for introducing the financial arrangements of the Revised Code. It was understood and intended that a new bargain should be made, and the apprenticeship completed under these arrangements. But in a good many cases the pupil-teachers, tiring of the work or tempted by better wages elsewhere, have left at the close of their first engagement, and the number of vacancies thus caused accounts, in part, for so many candidates being brought forward. In other cases, teachers who meant under the new regulations to do the work themselves, or by means of assistants, have been induced to apply for pupil-teachers by the fact that meanwhile they not only cost them nothing, but bring an addition to their income in the form of the so-called "gratuity" for private instruction. Whether this private instruction is always honestly given is a question on which I have long had serious suspicions. But I was certainly not prepared for such a confirmation of these suspicions as came to my hand, a few weeks ago, in revising some examination papers of candidates for admission into normal schools. In the paper on school management, there was a question which required the candidates to give an

Private instruction of pupil-teachers not always honestly given.

Example.

outline of their studies for a week during the last year of their apprenticeship. Among various answers of amusing frankness, I found one to the following effect:—

"All the instruction I received from my master *was between the hours of* 9 *and* 10 *o'clock*. On certain mornings I received grammar, Bible history, and geography. Very little British history or geometry did I receive from him, the reason being that *he had about* twenty *pupil-teachers to attend to, mostly female.*"

How the statements in italics can be reconciled with your Lordships' regulations, which require an hour and a half's private instruction to be given daily, restrict the number of apprentices under one teacher to four, and forbid any intermixture of sexes, is more than I am able to explain. I am glad to say, however, that there is no school in my district with a number of pupil-teachers at all approaching twenty, so that this remarkable case must obviously belong to another part of the kingdom.

Teachers and pupil-teachers generally trustworthy.

By way of contrast to what has just been mentioned, I may be allowed to say, in conclusion, that I have not had occasion to deal, during the past year, with any case of dishonesty on the part of the teachers or pupil-teachers, in the way of intentional falsification of returns, copying at examinations, conniving at dishonest work among the pupils, or such like. The vast majority are, I rejoice to believe, perfectly trustworthy in these respects, and fully alive to the responsibility that rests upon them as the appointed guides, in morals no less than in intellect, of the rising generation.

I have the honour to be, &c.

JOHN BLACK.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, JOHN KERR, Esq., M.A., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected by him in the Counties of* BANFF, MORAY, NAIRN, INVERNESS, ROSS, CROMARTY, SUTHERLAND, CAITHNESS, ORKNEY, *and* SHETLAND.

MY LORDS, Elgin, January 1868.

General state of district.

IN submitting to you my report for the year ending August 31, 1867, on the schools inspected by me in the above counties, I am glad to be able to express my satisfaction with the condition in which I have generally found them, and with the progress made since I had the honour of laying before you my report on them two years ago.

During the past year I have inspected 164 schools, which represents an increase during the two years of 18 schools, 21 certificated teachers, and 1,460 children. In 1865 the pupil-teachers were 86, this year they are 85.

In a district so thinly populated as much of mine is, I daresay this increase will be considered satisfactory.

Diminution of pupil-teachers.

With an addition of 21 certificated teachers, a corresponding increase of pupil-teachers might have been looked for. That instead of such increase there should be a slight falling off is probably due to the uncertainty hanging over the question of education in Scotland. I cannot say that I regard the diminution with regret. There are one or two large schools in which increased teaching power is required, but there are also a few schools of small or moderate size where the discontinuance of the pupil-teachers would not materially, if at all, impair the efficiency of the instruction, and generally this kind of assistance is employed wherever it is required.

Of the 164 schools inspected, 17 were examined as under the Old Code. In five of these none had completed the attendances, six were preliminary to examination for certificate, three were cases of simple inspection, and three where, from delay or oversight on the part of the managers, the examination schedule was not filled up.

Per-centage presented.

The per-centage presented is slightly lower for 1867 than for 1865, as may be seen from the following abstract:—

10,633	children present in all.
790	= 17 schools examined as under Old Code.
9,843	
636	under six years of age.
9,207	presentable, given the required attendances.
5,387	or 58½ per cent. actually presented, as against 60 per cent. in 1865.

The per-centage of passes is 2 per cent. higher for 1867 than for 1865. 5,387 × 3 = 16,161 possible passes; 13,730, or about 85 per cent., actually gained. Per-centage of passes.

In the three higher standards 1,662 were presented, or upwards of 30 per cent., an advance of 4 per cent. on the same standards of 1865. In all the standards the per-centage of passes is,—

Reading	upwards of	95½	per cent.
Writing	„	85½	„
Arithmetic	„	76	„

While I give these numbers as to some extent a measure of educational success, I must, in the present anomalous position of Scotland with respect to the Old and Revised Codes, guard against being supposed to consider them as very definite, or as supplying a satisfactory basis for generalization. Per-centages not an exact measure of success, owing to the anomalous position of Scotland with respect to the Revised Code.

The number of passes is a comparatively valueless statistic, unless it is conjoined with the average attendance, the age of the pupils, and, not less important, the general intelligence of the school.

There is a very considerable latitude of age within which a child may be regarded as suitably presented in the various standards. The fact that many children of six enter school better fitted by home training for passing Standard I. than others of eight years of age, who have never got a lesson, prevents an inspector from effectively objecting to an advanced age and a comparatively low standard, where possibly there has been no such difference of home training. I daresay all inspectors have visited schools where a clear pass in any of the standards was due in great measure to the greater age of the children, and yet have been unable to make an effective objection to the apparent unfairness of the presentation. The continued suspension of the pecuniary part of the Revised Code in Scotland makes the statistics in this part of the kingdom still more untrustworthy. A teacher may fall considerably short of his best and yet feel pretty sure that this shortcoming will not endanger the payment of his augmentation. We have the Revised Code, and we have it not. We have it, inasmuch as all who are presented must be examined according to its provisions. We have it not, inasmuch as its partial application clearly tends to produce a *minimum*, while its total application would as unquestionably produce a *maximum* presentation. A teacher may, in order to have no failures, keep back a number who he thinks are likely to fail in *one* of the subjects, but who, on account of the *other two* subjects in which passing is probable, would assuredly have been presented, had his augmentation depended on payment for individual results. Nothing was more common a year ago, and it is not yet entirely discontinued, than to be Latitude of presentation in the various standards.

told that a certain number had not been presented *because they could not pass in arithmetic.* Your Lordships issued instructions that all such cases were to be noted and censured in the reports. Under the influence of such censure the habit will no doubt become less frequent, but in spite of it I have no doubt that over Scotland the presentation is considerably smaller than it would otherwise be. The instruction contained in Supplementary Rule 5, that managers *need not present all who are qualified by attendances*, and which has not been formally cancelled, will be regarded by many as more authoritative than any verbal addendum.

So far as I have observed, it is principally in Standard I. that those who have completed the attendances are not presented.

Definite settlement of education question desirable.

As a corrective of this a settlement of the education question in Scotland, and the adoption of a code in which one provision will not run counter to another, are much to be desired. It is to be hoped that the labours of the Royal Commission on Scotch Education will issue in a measure of this kind.

Presentation generally satisfactory.

During the past year I have had few cases of deficient presentation calling for severe remark. I am satisfied that, with a few exceptions, the teachers in this district now approach the New Code in a fair spirit, and are doing their work honestly, and with varying, but on the whole creditable, fidelity and success. Some combine with great excellence in the standards very sound attainments in Latin, Greek, and mathematics.

Arithmetic.

Perfect honesty in working out exercises in arithmetic is still rarer than it should be, but I am glad to be able to say that the number of schools in which the pernicious habit of trusting to one's neighbour for assistance is being suppressed is on the increase. The school in which it is habitually forbidden and that in which it is openly tolerated, or but weakly checked, can be seen at a glance. In schools of the latter kind no amout of vigilance on the day of inspection will prevent attempts at copying being made with a persistency and earnestness, which, if directed to the solution of the questions, would ensure triumphant success. My first year's experience of the impossibility of altogether preventing this in large schools, except at an unwarrantable sacrifice of time, induced me to use cards for the three higher standards containing from four to six sets of questions, differing from each other, but of equal difficulty. This method I have employed for upwards of two years with satisfactory results.

Mechanical accuracy not enough.

I have not regarded the accurate mechanical working of the prescribed rules as a sufficient test of the intelligence of children who are soon to leave the school, supposed to be furnished with all that a working man's child requires, and I

have accordingly introduced into the cards questions which, without being problems, diverge so far from the traditional setting as to test whether the rules have been so intelligently mastered as to be available for the purposes of daily life. At first some teachers objected to this as being beyond the demands of the Code, but on my submitting that the boy who was asked to find the difference between *3s.* 6½*d.* and *12l.* 10*s.* and who proceeded to find it by subtracting *12l.* 10*s.* from *3s.* 6½*d.* had not got hold of an arithmetic that would be of much use to him, I generally succeeded in getting them to admit the propriety of the test.

Fair expedition necessary.

I have frequently to point out the necessity of working the sums not only correctly but with fair expedition. If a child cannot work three reasonably easy questions except at a great expenditure of time, no satisfactory evidence is afforded of good and energetic habit.

Writing in Standard I.

In the First Standard this branch is taught with very variable success. The variation is measured by a difference of practice ranging from daily slate writing, which is always successful, to a fortnight's spurt before inspection, which is almost sure to fail. No child who has completed the attendances, and has had tolerably regular practice in slate writing will fail to pass.

In Standard II.

Beween the best and worst of the passes in Standard II. there is a very wide gap, which might be narrowed by steady practice.

In higher standards.

In the higher standards accuracy in spelling is too exclusively the object of attention, the penmanship being often much inferior in neatness and style to what it might be. This is a defect to which I think it right to direct attention. Accurate spelling and good writing are a noble whole, but the absence of either leaves a very imperfect half. Similarly the questions in arithmetic are often worked with creditable accuracy, but written out in a style that would ill serve a boy's turn if he aimed at being taken into any merchant's office.

Reading.

In this branch there is on the whole improvement. As in writing and arithmetic a great diversity of proficiency is included under the "pass." A satisfactory fluency is however, common. Not unfrequently prose is read with creditable expression, but it is comparatively seldom, though there are some praiseworthy exceptions, that poetry is well read. Reading by way of example is not yet so common as it should be, nor is the recitation of select pieces sufficiently practised. It is exceedingly difficult for a teacher who has been content with sing-song expressionless reading to start on a fresh track. Each pupil shrinks from anything so unusual as throwing natural expression and feeling into a passage which without such expression is almost certain to

be imperfectly understood. If in a moment of boldness he attempts to substitute the intelligent for the humdrum, he is pretty certain to provoke a smile from his unsympathizing class fellows. The master has, however, only to persevere till he succeeds in getting one boy to step fairly out of the traditional rut, and he will have little difficulty in getting the rest to follow. Kindly encouragement, or perhaps a prize for recitation, is certain to be followed by satisfactory results if persevered in.

Recitation of select pieces an aid to good reading.

Another aid to expressive reading is the systematic asking of the general meaning of the lesson and of individual words. An interest in the subject treated of is thus created, and interested reading has a better chance of being expressive. The desire to secure perfect fluency tends to produce disregard of the meanings of words. This is, I think, a short sighted policy. I know few exercises that develop more genially a child's intelligence than distinguishing shades of meaning and so enlarging his vocabulary, and I am satisfied that the more intelligent the instruction is, the more successful it will be even in its mechanical results.

Meanings of words very important.

I am in the habit of recommending teachers to take stock of their work by periodical examinations under the standards conducted pretty much as they are by the inspector at his annual visit.

Periodical examinations by the teacher.

This subject continues to receive on the whole satisfactory attention so far as the repetition of the Catechism and the getting up of details of Scripture history are concerned. An intelligent appreciation of the meaning of the Catechism, and such religious teaching as tends to mould life and character, are still rarer than they ought to be.

Religious knowledge.

In my district the Revised Code is regarded by the majority of teachers with steadily increasing favour. Its most determined opponents are, I think, either outsiders, whose objections are theoretical, and who have never faced it in practice, or those who, starting with a prepossession against it, have not given it a fair trial. It is not free from special objections, and no doubt bears hardly on individual cases from exceptional circumstances.

Revised Code.

But no general measure ever was or will be framed which would not be open to the same objection. It is doubtless annoying to a teacher that he should spend ten times the labour on a dullard who earns nothing for him that he does on a clever child who earns the full sum; annoying too that an epidemic once in five years or so should deprive him of a full attendance on the day of inspection for which he has been working hard all the year round. But surely there are few professions that are not affected by similar contingencies. They are accidents which do not touch the soundness of the general measure, and ought to be condoned if the measure is

No general measure free from objection under exceptional circumstances.

otherwise sound, and bestows *generally* the highest reward on the greatest industry and skill. That it does so on the whole cannot, I think, be doubted. That its *general* aim is good, viz., equal and sound attainment within certain limits, is also undeniable.

Its provisions not unalterable.

There is room for difference of opinion as to the fixing of these limits, but they have not been and are not now unalterable, as the provision lately introduced for those who have passed Standard VI. shows. This extension was necessary, and for the maintenance of the quality of the education hitherto given in the better class of schools in Scotland, further extensions are required, and will doubtless be authorized when their necessity has been ascertained.

Further extensions desirable.

Its effect on different classes of schools.

Its tendency is clearly to direct more exclusive attention to the three R's, but this, to schools either badly taught or in which from short attendance high attainment is impossible, is a positive good. In such schools the work may be mastered in a cramming, mechanical way, but surely this is better than its not being mastered at all, as would probably be the case. The school that under the Revised Code does its work unintelligently and mechanically, would almost certainly under any other Code do less and do it worse.

Bad schools.

Fair schools.

Again, on schools superior to that class, but not up to the mark of *good* schools, in which there is a want of accuracy and tension, but where geography, grammar, and general intelligence are creditably attended to, I am inclined to think the Revised Code does not on the whole confer a benefit. The comparative disregard of geography, grammar, and general intelligence is perhaps more than a counterpoise for greater accuracy in the standard subjects.

Good schools.

In good schools, that is, schools well taught and attended by children whose parents value education, the Revised Code improves the lower, while public opinion prevents it from injuring the higher, branches, which the teacher cannot disregard without incurring the disapprobation of the parents and the loss of school fees.

In my district there is a considerable number of schools of the latter class. There are also not a few of the second class to which the Revised Code is not an unmixed benefit.

Geography and grammar less taught.

The attendance at the greater number of my schools is such as to enable me to give very nearly the same attention to the extra standard subjects as under the Old Code, but there is on the whole less advancement in geography and grammar, &c. than three years ago, a falling off which I trust future provisions in the Revised Code will remedy.

Arithmetic of Standards I. and II.

There is a very general opinion among the teachers of this district that the great amount of time spent in working up the arithmetic of Standard I. is badly bestowed. Several of the best teachers say that they could not make sure of a

satisfactory number of passes unless they were to hold steadily at "4 and 3" and "5 from 8" from one year's end to the other. They also find great difficulty in getting Standard II. sufficiently up in the multiplication table. With these exceptions I do not recollect any complaint worth mentioning being made against the requirements of the Code as excessive. I think it right to mention these complaints because they are made by men who in no sense shirk their work, but are the most successful teachers and the hardest workers in my district. Subtraction they find especially puzzling, and I have observed that most of the failures in Standard I. are due to it.

Modification in arithmetic of Standards I. and II.

The difficulty experienced by these teachers suggests the question whether a child would be more backward in arithmetic at 11 or 12 years of age, if nothing but the addition of numbers up to 10 were demanded from Standard I., and no multiplication table from Standard II.? I do not think he would. To make a child of six master enough of arithmetic for a pass requires, I suspect, an amount of labour from which there is no corresponding advantage. The time set free by the postponement of the unwelcome and perhaps premature grinding would, I daresay, be more profitably employed in stimulating the general intelligence of the school. If the teacher knew that addition and subtraction would be required from Standard II. he would probably endeavour to open up the mind of Standard I. by an occasional exercise in the addition of small numbers, trusting, perhaps safely, to the more distasteful and time-destroying part of the labour being done gently and insensibly by the familiarity with numbers produced by a year of school life with its daily manipulation of marbles, pins, and lollypops.

Difficulty in complying with Supplementary Rules 2 and 3.

Many teachers find a difficulty in complying with the instruction not to mix classes and standards, a difficulty which I have not always succeeded in solving to my own satisfaction or theirs. Children who have been taught to read before coming to school, and who continue to receive home lessons, cannot without injustice be kept back to the same reading class with others who have never received a lesson out of the schoolroom. At the same time, though able to read a book difficult enough for Standard IV., they are in respect of age and school life not at all below their proper place when examined in the *writing and arithmetic* of Standard I. Now if reading be, as it generally is, the basis of classification, it is impossible to present such children in the standard suited at once to their age, writing, and arithmetic without an apparent, if not real, intermixture of classes or standards forbidden by Supplementary Rules 2 and 3. Such instances have occurred frequently in my own experience, and I daresay in that of other inspectors also. Rule 6, which

applies to "exceptions," does not provide for such cases, the irregularity being due to the fact that children of seven and eight years of age frequently read so well that a reading class lower than that suitable for Standard IV. would be below their attainments, while more advanced writing and arithmetic than that of Standard I. or II. would be clearly above their age.

This difficulty has met me somewhat awkwardly when, as has sometimes happened, I have found a few children belonging to a class whose usual reading lessons consisted of narratives up to the mark of Standard III. or IV. transferred during the day of inspection to the monosyllabic lessons of Standard I. Whenever I have found this, I have made the obvious objection that, by such transference, I was deprived of the means of judging how far the daily work of these children was suited to their proficiency. When, however, their very tender age, the manifest unreasonableness of expecting from them corresponding advancement in writing and arithmetic, and the caveat against intermixture of classes or standards were urged by way of defence, I felt that the retort was not altogether unsuccessful, and that there was a sort of deadlock.

Small schools among sparse population. Some modification of R.C. payments essential to their existence.

In a district so thinly populated as many parts of mine are there are many schools which, though small, cannot be discontinued unless the people are to grow up in ignorance. A considerable number of these, owing to their locality and the possibilities of travelling, can be visited only in summer, which, though the only convenient, and in some cases the only possible, time for the inspector, is the very worst time for the school, as the classes are broken up by field work, herding cattle, fishing, or by any of the numerous agencies in competing with which regular school attendance can urge but a weak claim among a poor population.

Where the parents are very poor, and a boy or girl of 10 years of age can earn as much in a day as will pay school fees for a month, regularity of attendance is, as might be expected, nearly at its minimum.

The unmodified application of the Revised Code in respect of payment to any such school would be its deathblow, inasmuch as the school fees, even when paid, which they seldom are in the Highlands, would be such a very small addition to the 10*l.*, 15*l.*, 20*l.*, or 25*l.* furnished by the General Assembly's Committee or the Society for propagating Christian Knowledge, that the teacher would starve. Unless schools in this position are to be swept away, there must be some modification of Revised Code payments.

Part of the grant to be independent of individual examination.

Perhaps the simplest would be to make a certain part of the grant conditionally payable as under the Old Code, and independent of individual examination, and another part

dependent on the number of passes. I have no doubt that this latter portion would in most cases be a sufficient stimulus to exertion, and guarantee of faithful work.

Irregularity of attendance in northern counties.

Irregularity of attendance is grievously complained of in many parts of my district, but especially in Ross, Sutherland, and Caithness. There are many temptations to irregular attendance, but there is still more indifference about education on the part of parents. This natural indifference is unfortunately fostered by the very general non-payment of fees. Education costs nothing, and is consequently little valued. So great is the irregularity that if payment depended on individual examination, the teacher would in many cases earn very little, as only a very small portion of his school roll would be qualified by attendances.

Remedy proposed.

Feeling the necessity of some remedy for this, I wrote last autumn to the Duke of Sutherland as having on his estates a very large number of tenants likely to be influenced by the expression of his Grace's wishes on the subject, and suggested that all the teachers on his estates should be requested to hand to his factors annually a list of all the children between the ages of 6 and 12 who, without satisfactory excuse, had failed to complete a certain number of attendances. Leaving a margin of 50 days for snowstorms, potato planting, &c., in addition to two months of vacation, I suggested that the attendances should be 300, *i.e.* 150 days, and that to all falling short of this his disapprobation should be intimated. I have received from his Grace and from his commissioner and factors, to whom also I submitted my proposal, intimation of their approval of the suggestion, and of their co-operation as far as possible. I shall probably make the same application to other large proprietors in my district, and I am not without hope that some good will result from it.

Filling up of forms by managers.

It is matter of regret that the filling up of the examination schedule and Form IX. is not more strictly scrutinized by the managers before appending their signatures. I believe I am right in saying that the testimony to accuracy implied in their signature is in many cases purely formal, and, except as indicating confidence in the teacher's honesty, perfectly unwarranted. I have been requested by a manager when about to sign Form IX. *in an almost blank state,* to be good enough to assist the teacher to fill it up as he (the manager) was obliged to go off on some parish duty. I of course refused, but the fact that such a request could be made shows how loosely the "actual verification of entries" is interpreted.

Utilizing of general reports.

I beg leave to repeat a suggestion which I formerly made about the utilizing of the general reports. Next to your Lordships there are, I presume, none for whom these reports are more intended, or who are more likely to be influenced by them, than teachers. If this is so, the intention is missed

and the influence unfelt. I believe I do not understate the fact when I say that not half a dozen teachers in my district have a copy of the annual blue book. This, I do not hesitate to say, is much to be regretted. Some people have, but more have not, the tact to find fault and make suggestions to *individuals* in such a way as to secure their co-operation in effecting a remedy. But however great may be the tact, I daresay it will be admitted that, in the case of the majority of men, a sensible suggestion made in a general way, and addressed to a class of men, is much more likely to be taken up and acted on, than if it were addressed to single individuals. In the latter case a man feels himself put on his defence, and is apt to think there is no reason why he should be singled out as a special defaulter. This may be weakness or vanity, but it is, for all that, human nature, and it is with that we have to deal. The general reports furnish a most convenient medium for making suggestions to teachers in the way most likely to be effective, and yet this is a use to which in point of fact they are not put. This defect it appears to me may be reached by a remedy simple and inexpensive.

Proposal for the increase of their usefulness.

Your Lordships issue to each inspector with the corrected proof a few slips of his report for distribution. Instead of six might not 60 be sent for the same important purpose; or, better still, might not a slip be forwarded to every teacher in the district to which the report refers. I do not think that such a course would in any appreciable degree interfere with the sale of the blue book in its complete form. Not one teacher in 30 buys it now, and it is not difficult to find some shadow of excuse for this apparent indifference. In a book which costs on an average 4*s.* there are only a few pages, those referring to their own districts or perhaps to Scotland generally, that have any interest for the majority of teachers, and they not unnaturally grudge to pay so much for so little; now the expense of throwing off from 150 to 200 slips of each report would amount to little more than the value of the paper. If this gratuitous distribution cannot be made, the slips might be issued for sale at 1*d.* or 2*d.* each, a price which would, I daresay, be found to cover the expense.

Another proposal.

There may be objections to this piecemeal publication that I am not aware of which cannot be urged against another proposal which I beg leave to make, viz., that all the reports for Scotland be issued in a separate pamphlet. This pamphlet containing four or at most five reports would be considerably smaller than that containing the syllabus and questions of examination for certificate, which costs 6*d.* Such a pamphlet issued at 3*d.* or 4*d.* would, I have little doubt, have a sale sufficient to cover the outlay, and be of great use to the cause of education. This is a subject on which all my colleagues with whom I have spoken are agreed. We all feel very

strongly the desirableness of making the general reports more widely known than under the present regulations, and we are convinced that so far as the majority of teachers are concerned, a class supposed to be especially interested in and influenced by our reports, they are simply so much waste paper. If they are worth being written they are worth being read, and at present they are certainly not read.

JOINT UNIVERSITY AND NORMAL SCHOOL TRAINING.

I have lately had an opportunity of discussing with the rectors of the four normal schools in Scotland the question of normal school training to which I referred in my general report for 1865. With one exception they are agreed as to the desirableness of attendance for two sessions at an university. The exception referred to may indeed be left out of account inasmuch as he has since resigned his appointment as rector. The differences of their opinions as to how university attendance can be secured are on minor points, and though they acknowledge some difficulties, they agree in thinking them to be by no means insuperable. On one point all are agreed, the expediency of a change in the present syllabus whether the university suggestion be adopted or not. The change may be roughly stated as follows:—To cut out three-fourths of the *geography*, the whole of the *history*, and perhaps *political economy*, and a large portion of the *religious knowledge*. This cutting out, they agree in thinking, would not interfere with efficient training in the subjects so abridged, and the branches proposed to be omitted can be well spared; while it would secure the transference of *seven* hours or so per week to what they consider more important and solid training, viz., classics and mathematics.

Opinions of normal school rectors on proposed change.

As I have said, the rector who has lately resigned objects simpliciter to the university plan, and contends for the autonomy of the normal school. Another thinks it desirable, but fears there might be some difficulty in training two sets of students, the university and non-university set, (for the measure is necessarily permissive,) without the addition of another tutor to the normal school staff. Another approves of it, sees no *d priori* difficulty, but, not having had time to consider it fully, cannot on the spur of the moment commit himself to more than a general approval. Another after careful consideration sees no difficulty at all, and, subject to the change of syllabus referred to, undertakes with his present staff not only to prepare his students in the purely normal school subjects, but to superintend their preparation for the university studies. This general agreement as to what is essential, while the difference of opinion is only on minor points, is important and worthy of consideration.

I have great confidence in the judgment of the rector who

undertakes to do this with his present staff, and I have no doubt of his being able to do what he says. I am also confident that a considerable number of students would eagerly embrace such an opportunity of getting education to fit them for the higher situations in the profession. Is there any objection to allowing the normal school which undertakes this to reap as the reward of enterprise a considerable increase of students? If a normal school is willing in the interests of a higher and more solid education to do more work for the same remuneration, may not the matter be *airly left to competition?*

Let us see whether there are other difficulties in the way.

The apprenticeships of all pupil-teachers who go to the normal school end about the middle of December. The university session commences in November. If a pupil-teacher at the examination previous to the end of his apprenticeship, were certified by Her Majesty's inspector as having such a knowledge of classics as to enable him to attend the university with advantage, he would, by being allowed to do so, deprive the school of his assistance for only six weeks, a loss of service which would in very few cases produce any serious inconvenience. A student, A., is certified as above. He of course is examined for admission into the normal school at the usual time, and passes a satisfactory examination. The following table shows the arrangement of his time during the two years of training.

TIME-TABLE of student A., whose apprenticeship ends in December 1867, and who at his last examination by Her Majesty's inspector has been certified as able to profit by attendance at an university.

November 1, 1867, to April 30, 1867.	May 1 to June 15.	June 15 to August 1.	August 1 to October 15.	October 15 to November 1.
Attends university, and (if the rector of the normal school approves) receives preparatory tuition at the normal school for his university classes.	Is occupied with normal school training simply.	Normal school vacation.	Is occupied with normal school training simply, as much of his time as can be spared from his normal school studies being devoted to preparation for next session's university classes.	Vacation; perhaps a necessary break previous to opening of university session.

A. has thus during his first year six months of university training, or (subject to the wishes of the normal school authorities) of university and normal school training combined, and 16 weeks of purely normal school training. The division of time is the same for the second year with the exception that instead of 16 he has 23 weeks of normal school training, viz., the seven additional weeks between October 15 and the December examination. He thus finishes his practical training as a student at the same time as under the present regulations, viz., December 1869.

TIME-TABLE of student B., whose apprenticeship ends in December 1867, but who at his last examination by Her Majesty's inspector could not be certified as able to profit by attendance at the university. He passes examination for admission to the normal school in December 1867, and is trained there from February 1868 till November 1868, a considerable portion of his time being devoted to preparation for the university classes in the ensuing session. After passing these (say) seven months at the normal school he is certified as being fit for university classes.

November 1, 1868, to April 30, 1869.	May 1 to June 15.	June 15 to August 1.	August 1 to October 15.
Attends university, and (if the rector of normal school approves) receives from him preparatory tuition for his university classes.	Is occupied with normal school training simply.	Normal school vacation.	Is occupied with normal school training simply, unless he wishes to have another university session, in which case see last two columns of A.'s time table. B.'s practical training does not in that case end till April 30, 1870, the close of his second university session.

If B. has only one session at university, he finishes his training at the same time as A., viz., in December 1869, having had 26 weeks of normal school training in his first and 23 weeks in his second year. If he has two university sessions, he has 26 weeks of normal school during his first and 16 during his second year, and does not finish his practical training till April 1870.

If the consideration of B. should be thought to complicate the question too much, it may be as well to confine the proposed change of curriculum to those who, like A., can enter the university directly their apprenticeship ends.

In the case of A., the only change in his public service would be the loss of six weeks of his work as a pupil-teacher, the six weeks, viz., between the opening of the university classes in the beginning of November and the middle of December, when the admission examination at the normal school commences. If these six weeks cannot be thrown into the bargain, his apprenticeship and stipend may be held as ceasing at the beginning of November.

Supposing the present normal school syllabus altered as recommended by all the four rectors, and that one of these undertakes not only to make his students master the syllabus so altered, and provide sufficiently for the practising part of the system, but also to assist them in their preparations for the university classes, there is not, so far as professional training is concerned, apparently any difficulty in introducing at once this permissive university course in the case of student A. The final examination for certificate to be passed by him would be somewhat different from that adapted to the purely normal school course, but this is a small matter.

Neither is there in regard to expense any very material difference between the present plan, and that which I propose—not at any rate such a difference as to make it inoperative, if it is in other respects feasible. I should think it not unlikely that the university professors may be willing to admit all such students for half the usual fee. The normal school authorities will no doubt have to consider whether the guarantee they have at present for reimbursement of scholarships paid to students, would be so much weakened by their being for some time removed from under their own eye as to make the undertaking unsafe. Some of them have no such fear.

No material difference of expense.

That there is little or no difficulty in providing for what is properly held very important, the practising part of the system, may be seen from what follows.

Ample provision for the practising part of the system.

The present normal school session is of eight month's duration. The working time of the student is 30 hours per week of five days. Of this time about one-fifth is devoted to the theory and practice of teaching, *i.e.*, six hours per week, or 192 hours for the session of eight months, or 384 hours during the whole normal school course.

In order to lose nothing of the practising part of the system, these 384 hours must be compressed into the 39 weeks which we have shown to be available to student A. for purely normal school training, that is, during these 39 weeks he must devote 10 hours per week to the theory and practice of teaching, an arrangement which would in some normal schools create no difficulty at all, and probably in none would the difficulty be insuperable.

It is probably worth inquiring of the normal school authorities, whether the lecturer on the theory of teaching could not give a separate series of lectures, condensed but sufficient, to the university students. If this is found to be impossible, and the university students must simply make the most they can out of the ordinary course of lectures available during the university vacation, the lectures might probably be so arranged that the university students could get up from a prescribed text-book the subjects treated of in their absence, the efficiency of their work in this respect being of course tested by examination. I have no fear of the result. It consists with general experience that the student who attends the university derives from such attendance an impulse and general intellectual quickening that makes his other work much easier.

The difficulty as to the practising part of the system, where it is felt, can best be met by saying that so much time is not required for that purpose. I still maintain what I said in my report for 1865, that, given the requisite information, if a man cannot learn the *art of teaching* in one-third of that time he will never learn it. The difficulty is, if possible,

smaller in the case of B., who has only one university session, and 49 weeks of normal school training.

Division of subjects for the two years of normal school training.

I would here repeat the suggestion I made in the same report as to the expendiency of assigning certain subjects of the normal school curriculum to the first, and others to the second year. There is a lamentable frittering away of time in getting up for two successive years a host of minute and, to most minds, evanescent details of geography, &c., the majority of which are soon forgotten, and must be got up afresh in the active exercise of teaching, if teaching is to be successful. Would it not be more stimulative of healthy mental effort to appoint for examination at the end of the first year the subjects—

Geography - - -
Grammar (principles) - -
History - -
Political economy
} if retained
} Not to be again taken up.

Religious knowledge.
School management.
Arithmetic and mathematics.
Classics.
Music and drawing.

And for the end of the second year—

Composition and English classics.
Religious knowledge.
School management.
Arithmetic and mathematics.
Classics.
Music and drawing.

Pupil-teachers at present under-tasked.

In support of this proposed change I beg leave to second the suggestion made by Mr. Wilson in his report for last year, that Latin should be, not as now an alternative for English grammar during apprenticeship, but an imperative requirement. Many teachers know little Latin, but few so little that they cannot, if they choose and are worthy of their position, easily keep abreast of the pupil-teachers whom they have to educate. The demand made on the pupil-teacher's intellectual activity by the scope of the present broadsheet is very small, and the pupil-teacher who at 18 years of age has been contented or allowed to keep his attainments simply abreast of the broadsheet requirements (and there are too many such) is either very stupid or has been very idle. In any case he occupies an educational position far behind what may most reasonably be expected in one who is to be hereafter a successful teacher. I have had many proofs that this is so. The best teachers in my district inform me that they never think of devoting the hour a day to the subjects of the broadsheet. Any one worthy of being a pupil-teacher, they say,

can with an occasional hint throughout the year, and at most a couple of months of more steady brushing up before the examination, master easily the prescribed subjects, the daily hour being thus for the greater part of the year left free for more advanced subjects, such as Latin, Greek, and mathematics beyond the broadsheet, and in which, if satisfactory proficiency is ever to be attained, considerable progress must be made during apprenticeship.

A boy who has been five years a pupil-teacher, and who is hereafter to be entrusted with the charge of a school attended by the middle as well as by the lower classes, as is generally the case in Scotland, is equipped in rather a slender panoply, if at the age of 18 he has gone through no higher mental exercise than that required to master in three instalments, spread over as many years, the first book of Euclid and the four simple rules in algebra, and whose linguistic aspirations have been satisfied with a possibly shadowy acquaintance with "posse, velle, and the concords." Would not such a boy in any other circumstances be regarded as "one whose "education had been neglected"? It is no hardship to either teacher or pupil-teacher to demand more. All good teachers give a great deal more, and the pupil-teacher who with simply decent industry cannot master more does not belong to the class from which the ranks of teachers should be recruited, and ought for his own and others' good at once to betake himself to the hewing of wood and drawing of water.

With such training as I have indicated a considerable number of pupil-teachers would be able to profit by attendance at the university. The number of teachers who are now unable to give this training would year by year diminish as every relay of teachers with the combined university and normal school education took charge of schools. The result in a few years would be a decided advance in the culture of the teacher, and consequently in the quality of the teaching, and that at no increase of Government expenditure.

The offer of a more liberal education would draw into the ranks of pupil-teachers a better class of candidates, and there would not be as now any difficulty in getting the best of the eligible class.

This higher education possible even now to a large extent.

That this higher education for pupil-teachers, and consequently for future teachers, is even now possible in a great part of my district may be gathered from the fact that out of 164 schools 67 are parish schools, the teachers of which must all pass an examination by the university board in Latin, and many of them in Greek, and from the further fact that out of 62 male pupil-teachers 34 took Latin instead of English grammar at their annual examination.

To repeat my reasons for the expediency of some such change as I have attempted to advocate, unless the quality of

education and the culture of teachers in Scotland are to deteriorate, would be to exceed the limits of this report. For this I beg leave to refer your Lordships to my report for 1865, and to those of my colleagues, Mr. Middleton and Mr. Wilson, for 1866.

I have the honour to be, &c.
JOHN KERR.

To The Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT *on* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS *inspected in the Counties of* BERWICK, EDINBURGH, FIFE, HADDINGTON, KINROSS, PEEBLES, ROXBURGH, *and* SELKIRK, *from August* 1865 *to August* 1867, *by* EDWARD WOODFORD, Esq., LL.D., *Her Majesty's Inspector.*

MY LORDS,

The education question.

IN preparing the report which I have now the honour to submit on the last two years of my inspection, it seemed natural, if not essential, to offer some remarks on the results in my district of the constant agitation of the "education question," and the various proposals that have been made for the extension or change of the existing system. The suspension of the Revised Code, renewed from time to time now over a period of four years, the Reports of the Royal Commissioners, the resolutions of numerous public meetings, and continued articles in all the public prints, have produced the almost universal impression that "*something* must be done," and along with that an anxious inquiry, especially on the part of school managers, as to what that "something" will be, and whether, if it involve any fundamental or material change, it may not produce evils as great at least as those which it is intended to remove.

The chief difficulty.

Throughout these discussions and inquiries the greatest interest has been taken in that which has all along been held to involve the greatest difficulty, namely, the element of religious instruction; for on the one hand it seems beyond all question that no national scheme which does not substantially provide for this as a regular part of school instruction will be satisfactory to the great body of the people of Scotland, while the difficulties of doing so appear to many to be insuperable, and are especially insisted upon by those who are unfriendly to the Established Church, and by those who would prefer a secular system apart from any difficulty of effectually providing for religious teaching. With any reasonable degree of concurrence, however, on the part of those, who, though of different religious or ecclesiastical denominations, have a common interest in the religious upbringing of the young, these difficulties should be not only not insuperable, but should be got over with comparative ease, considering the importance of the object to be secured.

Predominance of Presbyterians in Scotland.

About five-sixths of the people of Scotland belong to the National Church, or to one or other of the bodies who have seceded from her, but who still hold the same faith, approve of the same Catechism, and use the same forms, and who differ only in some ecclesiastical points which are mostly connected with the question of Church patronage. These

points are not referred to in the Catechism, nor have I ever heard the least reference to them in any Bible lesson. It would be easy, however, in the event of common action otherwise to secure the exclusion of any reference to them by express regulation. Then the teachers of the schools, where the Bible and shorter Catechism are to be used, should be regular communicants in one or other of the Scotch Presbyterian bodies as a condition of holding their appointments. In the large towns of the south of Scotland, and other populous places where there are sufficient numbers of Episcopalians or Roman Catholics to fill a school or schools without thereby increasing the number of schools that would be otherwise necessary, the teachers should in like manner be members of these churches respectively. Further in those cases in which there are Protestant and Roman Catholic children in nearly equal proportions, in schools large enough to require more than one teacher, there should be one of each persuasion, and, as in the case of the Edinburgh United Industrial School, the first hour, or some distinct portion of the day, should be set apart for doctrinal religious instruction in separate rooms, while during the rest of the day they combine in suitable classes for exercise in the secular branches. When a small number of one denomination attend in a school where the Catechism of another is taught they would be exempt by the conscience clause from learning that Catechism, and, if their parents desire it, from the Bible lesson also,—an exemption which has all along been allowed in the parish schools of Scotland.

Religious qualification of teachers,

and of Inspectors.

On the same principle the great body of the inspectors would be Presbyterian, their qualification being that they are in full communion either with the National Church or with one of the Scotch Presbyterian bodies, it being understood that, in making new appointments, regard will be had, *cæteris paribus*, to the census of each. And, as at present, an Episcopal and a Roman Catholic inspector could come in from England, but their work would now be confined to those parts of Scotland where schools connected with their respective churches are in considerable number, and where they might inspect other schools that could be more conveniently taken by them than by the other inspectors. On the other hand, any insulated Episcopal or Roman Catholic schools in distant parts of the country would fall to be inspected by the ordinary inspector of the district. But in all such cases the inspector would act in accordance with the conscience clause, and confine his examination to the secular branches, unless invited by the managers to hear a lesson in Scripture.

There would thus be provided the machinery for full religious instruction in all schools without reasonable ground of complaint to any denomination, however they might prefer

the present denominational system if it could be continued. But there would still be wanting some security for the honest working of it, or the means of preventing or correcting false teaching, a contingency which there is more reason to fear now than formerly, while the former safeguard in the superintendence of the Church is removed.

Instance of false teaching.

As an instance of the false teaching that I refer to I may mention that an assistant in a large school which I visit, in giving a Bible lesson said quite openly to the class that "he "once believed in the existence of a God, but he did not do "so now." He may have thought it very manly to make such an avowal, but he forgot, or was indifferent to the fact, that he was at the same time guilty of a serious breach of trust to the managers who had employed him with very different views, and that he might thus be the cause of great distress to some of the parents. The term of the young man's engagement was just about to expire, and he was to leave. It might, however, have been only commencing, and there exists at present no provision by which he could have been dismissed, except by satisfying the terms of his agreement for the whole time to run, and dispensing with the services thus paid for. Had it been the case of a parish schoolmaster, previous to the passing of the Act of 1861, the Presbytery could have deposed him for heresy; but now, according to the 13th Clause of that Act, they can only present a complaint to the Secretary of State, who may appoint a Commission to inquire into the charge, and whose approval of their finding is necessary before it can be acted upon.

Former remedy.

In a case of this kind there could be no difficulty whatever, but others might hold similar opinions, or various lax views approaching to infidelity, and insinuate them in so covert a manner as to escape the notice of ordinary lay managers. It seems desirable, therefore, that the minister of the parish should be *ex officio* a member of any public school committee in the parish, except in the case of Episcopal and Roman Catholic schools superintended by their own clergymen. He has a certain legal position in connexion with the Confession of Faith, and he is a member of the Presbytery, which is looked to by the Act of 1861 for any complaint on this subject, and for which there would need to be some regular or appointed means of information. He may be a member of the committee without having a vote in the election of the teacher should the circumstances of the school or class of school render that expedient to prevent the fear of undue influence in favour of members of the Established Church, as in the case of schools in which a preponderating majority of the children belong to any of the secession churches.

The minister in school committee.

Thus, with comparatively little exception, and since the Reformation, there has always necessarily been some excep-

tion, the children would be instructed in religion according to the tenets of their own Church and by a member of that Church, or of one holding the same faith, as part of their school training, and the schools would be visited by inspectors holding the same faith without the additional cost of a larger staff or more travelling than would be required in a purely secular system.

Secular schools with facilities for the pious to instruct in religion,

But in favour of a secular school system it has been urged by a person of great authority in educational matters and with the applause of a great public meeting, that "In those "secular schools might be given, if desirable, the most ample "facilities for the clergy and pious people of all denomina- "tions to instruct the children in the tenets of their faith." "Add to this," he said, "the agency of Sunday schools, and "these precautions would be found to give the children at "least as good and probably a better religious education "than they have at present." If any of these gentlemen, or of the others (not a few) who have spoken to the same effect, had paused for a moment to consider in detail how such a scheme could be practically carried into effect, they would have seen it to be an utter delusion. "*The most ample* "*facilities*" would imply that any of the clergy or pious people could step in at any time and take apart the children of their Church from their several classes, however employed at the time, to be exercised in the Catechism or the details of some Scripture narrative. How joyfully would most of them cast aside the slate with some *ticklish* question on it, or leave any other troublesome exercise, to while away the rest of an hour with a kind visitor, who would of course maintain a very easy sort of discipline, being pleased with their promptness to obey the call! Then comes another and another, at irregular intervals, each interrupting whatever is going on at the time. Such a state of matters would of course not bear a moment's consideration; but it may be proposed that they shall come at certain hours on certain days; and while the novelty lasted this might do pretty well; but by-and-by, a rainy day, a visitor arriving just at the time, an interruption by the way, or some necessary engagement, detains the half of this staff from their labour of love, till after the appointed time or altogether, contenting themselves with the resolution to make up for it by a longer lesson next time! In the mean time what is the master or mistress to do with their share of the children, having not a single class entire? Obviously the best course for order and discipline would be (weather permitting) to send them all to the playground, from which those called as their visitors arrived might show less alacrity than in the former case. Moreover, the room may not be sufficient to accommodate all the divisions without the mutual interruption of addresses that might be given, especially as more

an utter delusion.

than one of these teachers, representing different churches, might, forgetful of the Divine precept, be looking for the upper places in it. *Alternative* days might, therefore, be proposed, which would just multiply the amount of loss in time, discipline, and general progress, for the secular branches would suffer, while the intelligent knowledge of Scripture truth would be less advanced than it would be by much shorter lessons from the regular school staff, accommodated as these would be, both in matter and manner, to the capacity and the progress otherwise of the children. For not one in twenty of these well-meaning and excellent people, except a few of the clergymen, is likely to have any practical knowledge of method in teaching, or to be able to accommodate their style to the understandings of their young hearers, even though they knew the limited extent of it. This most important faculty of suiting our language, reasoning, and illustrations to the present attainments of children is one which many regularly trained teachers are slow in acquiring, or never thoroughly attain to at all. The masters of our model and practising schools can bear witness that the lessons given by the generality of students in the first year at least of their training, even with the help of lectures on method and personal superintendence, is a hindrance and not an aid to the progress of their classes.

Merits of Sabbath school teachers.

The non-professional ladies and gentlemen who take a share in the Sabbath school teaching deserve highly of the Christian community. They have often been the happy as the only means of reclaiming persons from utter ignorance and vice, and in the want of good training and good example at home, these schools prevent the evening from being entirely misspent; they induce habits of reverence for things sacred, and with at least a verbal knowledge of the answers in the Catechism and of considerable portions of Scripture, they impress upon the memory some of the main features of Scripture history; but exposition and illustration I never heard attempted in any of them unless occasionally when the minister or the ordinary teacher of the week school gave a lesson to a senior class.

Now it is just those who take part in Sabbath school teaching that we should expect to find undertaking the duty of religious instruction in the proposed otherwise secular schools, and unless they were to undergo some preparatory training and make a point, as the ordinary teacher must do, to be punctual at the time appointed, it is no disparagement to them to say that their efforts would not be an adequate substitute for the religious teaching that we have at present, susceptible as that is of practical improvement.

Unreasonable objections to the Privy Council system.

The language of those who are opposed, apart from the question of expense, to the denominational system hitherto acted upon by your Lordships, is strangely *illogical* and unreasonable. Had the Minutes of the Committee of Coun-

cil on Education been so framed as to withhold aid from a school, because it is of this or that particular denomination, or of any denomination distinct from the National Church, they would very naturally have incurred the charge of persecution, oppression, and tyranny. And because they have not done this, but have aided on the same conditions all schools, as such, of whatever religious denomination, allowing full liberty of conscience for the upbringing of the children in the religious belief of their parents, those who desire the exclusion of religious teaching, and find so liberal a provision in their way, charge these Minutes with the endowment of error as well as truth, and with *sectarianism*, as if it had been, contrary to their wish, an object to foster and promote separation from the National Church. Such a charge made on the part of the National Church itself might be characterized as illiberal, narrow-minded, or bigoted, but it would at least have been intelligible. It is not, however, on the part of the Church of Scotland that any such charge has ever been made. She accepted the provision as a necessary one, just as in former days, when liberality towards those of a different creed was elsewhere little known, she respected the rights of conscience in those of the Church to which she is essentially most opposed, in not enforcing her Catechism on their children as a necessary condition of their being educated in the parish schools, which were then considered to be hers much as the General Assembly and Sessional Schools are now.

Early ideas of national education in Scotland.

Ideas of a *national* system of education are of very old date in Scotland. In 1496 it was enacted that "all barons and "freeholders of substance put their eldest sons and heirs to "the schools," implying the existence of available public schools at that time. This Act is strictly compulsory so far as it extends, for the neglect of it incurs a fine to the king. The boys were to be sent to the school at eight or nine years of age, and to "remain at the *grammar* school till they be "competently founded, and have perfect Latin, and there-"after to remain at the Schools of *Arts* and *Law*, so that "they may have knowledge and understanding of the laws, "through which justice may reign universally through all "the realm,"—a magnificent object at that early time, when *might* was so generally held to be the rule of *right*. In 1529 we find the Privy Council seal appended to the appointment of a master (*durante sua vita*) of the grammar school of Edinburgh. And during the remainder of the sixteenth century we find, among other provisions, an Act for having the Scriptures translated into the vulgar tongue, a commission to examine colleges and report, and articles thereupon providing that youth be brought up "in the fear of God and "good manners" by teachers, to be tried by the superintendents of the Church, and a special provision for their instruction in music. And the accounts of various burghs

show a considerable expenditure for the maintenance of schools and teachers.

In 1607 there is a commission "anent grammar and the "teachers thereof," by the preamble to which it appears that the study of Latin had been greatly prejudiced by the masters not following any general system, but each one teaching grammar according to his own "*fantacie*" (which is very much the case with English grammar at present),* and the Commission was to put an end to this confusion by establishing what upon investigation they should ascertain to be the best system. In 1616, there is an Act of the Privy Council appointing a school to be in every parish, which was afterwards ratified by Act of Parliament. After a variety of other Acts from that time up to 1696, the present system of parish schools was then established, and afterwards farther provided for and regulated by the Acts of 1803, 1838, 1845, 1854, and 1861.

Local school committee.

Among the various proposed heads of a measure for national education, there is none that, next to the question of religious instruction, creates so much uneasiness or alarm, especially among teachers, as the prospect of a local school committee elected by ratepayers from among themselves. It is feared that in such a committee the most troublesome rather than the most judicious are likely to find a place, and take the lead, and to exercise power just because they have it, and can do so without the risk of personal loss or responsibility, and not because their intervention is called for. No analogy can be drawn between the probable bearing of such a committee and that of one chosen from among voluntary subscribers for the erection and maintenance of a school, which it is, therefore, their desire to cherish and support, and with this view, they try to encourage a deserving teacher by their personal countenance, and the kindly consideration of his views and wishes. I can speak from personal knowledge of one committee, similar in constitution to that of ratepayers. The proprietor of extensive works retained from the wages of the people employed, I think twopence weekly for the maintenance of a good school for their children, and to overcome their dislike of this compulsory payment, he empowered them to elect the committee of management. The bearing of this committee was in marked contrast to that of the others to which I have been referring. Their objection to the system created a prejudice against the master by which every cause of fault-finding, real or imaginary, was greatly exaggerated, and their arrogance seemed to be in proportion to their incapacity to judge.

Partial operation of the Revised

The Revised or New Code has been in operation in Scotland since May 1864, as the rule for school examination,

* A lecturer on grammar in one of the training colleges makes "us" the *nominative* in "Let us try."

Code in Scotland.

though not also as a measure of payment, which makes this important difference, that, while it is the interest of the teachers in England to present every child that they can, with the view of adding to the amount of their grant, it is the interest of those in Scotland to keep back such as are likely to fail, and thereby keep down their percentage of passes, as a measure of their general efficiency. Hence the proportion of the attendance presented for examination in Scotland, where all qualified by age and attendance are called for by the inspectors as the only reliable means of a fair comparative estimate of the results, in different schools and districts is *seven per cent. less* than in England, where the option to keep back is entirely unqualified, and any children likely to continue to fail if yearly put forward from standard to standard may be passed over for a year, by foregoing the examination grant on their account for that turn, the capitation grant being still allowed.

Objections to it.

If the objection to the Revised Code as a rule of examination be somewhat less now than at first, the principle of payment for results seems to be more and more disliked. At the numerous meetings which the schoolmasters, among others, have been holding on the subject of education, they have generally denounced it as essentially vitiated by this principle, instead of suggesting any practical amendment for its improvement in detail. The principle, however, is sound in itself, wherever there is a *measurable* quantity of work to be done, but in detail it is open to some practical objections beyond those which the capitation grant may be considered, as it was intended, to meet. Among these I mentioned in my former report the irregularity of parents in entering children at school of an age to be presented in the first Standard by the time they have been only five months in attendance, and the still greater hardship of the capricious absence of children at any stage on the day of inspection, and I suggested what I still consider to be practical remedies for both these evils (Report 1865–66, p. 313). I had assumed, however, that whatever grant was gained by the examination would go substantially to the staff that had gained it, as the previous fixed grants had done, but this is said to be very far from being the case where the code has been in full operation. The managers consider it to be also a means of lessening or superseding the subscriptions that were formerly required to make up the stipulated amount of voluntary contribution. In this way the most successful teacher, though he may save the outlay of others, may not get more, or may even get much less than he got before, or than his inferior may get now, and so will not be paid according to the result of his labours at all. Such at least is the belief now derived from the understood practice in England, and it is a practice that surely calls for some check on behalf of meritorious teachers.

Some apprenticeships of pupil-teachers had been effected under the Revised Code in Scotland before it was suspended as a rule for the payments, and the managers of a school had bargained with a girl to serve a year for seven pounds. So when the old payment of ten pounds for the first year, and five pounds to the teacher for training her, was sent down on her account, they considered whether they were not entitled still to pay her with the seven pounds, and put the other three or eight pounds into the general purpose fund. A reference was made to me on the subject, which I immediately transmitted to the secretary, and I was glad to learn, as I indeed had anticipated, that as the payment was made on the principle of the Old Code, the girl was to have the whole stipend sent on her behalf.

If it is true that, with the very large grants of public money for education in the United States, the allowance to the teachers is generally so small that they are constantly moving where they can get a trifle more, there is good need to provide against any abuse of the same kind with us.

The following is a summary of the work accomplished with the able and active assistance of Mr. Moore, during the last two years. Work during the last two years.

—	No. of Schools inspected.	Boys present.	Girls present.	Total present.	No. examined individually.
1866	202	12,673	11,145	23,818	14,657
1867	223	12,991	11,711	24,702	14,508

It thus appears that in 1867, with an increase of 21 schools inspected, and 884 more children present on the day of visit, as compared with those of 1866, there are 149 fewer presented for individual examination, which may go to modify somewhat the satisfaction arising from the increasing per-centage of passes.

The following tables of per-centages and remarks will show the comparative working of the new Code in the elementary branches of reading, writing, and arithmetic for the last three years in my district :—

Reading.

—	Per-centage of Passes.						Per-centage of Failures.					
	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
1865	84·4	87·1	89·3	92·4	94·6	93·2	15·6	12·9	10·7	7·6	5·4	6·8
1866	85·4	90·7	90·9	92·9	96·5	95·2	14·6	9·3	9·1	7·1	3·5	4·8
1867	91·9	92·1	93·7	95·7	97·	97·3	8·1	7·9	6·3	4·3	3·	2·7

Source of improvement.

The steady and unbroken advance here shown is due primarily to the increased care that is taken to secure individual progress, instead of relying, as formerly, on the general appearance made by a class, when the error of one was immediately corrected by another, or his hesitation covered by prompting. The books for beginners are now also much more equally progressive and otherwise more judiciously prepared and printed. And a good many teachers are showing less faith in the "look and say system," and letting the children try to make out a word from the powers of the letters, instead of telling them words before they know the letters, a practice which was introduced by this system as a great improvement, and might really be so on the fallacious assumption that the *name* sounds (so called) of the vowels are really their *normal* sounds in the language.

Writing and Dictation.

—	Per-centage of Passes.						Per-centage of Failures.					
	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
1865 -	62·1	78·2	62·	68·	85·1	89·8	37·9	21·8	38·	32·	14·9	10·2
1866 -	79·4	90·9	72·1	68·3	85·4	88·8	20·6	9·1	27·9	31·7	14·6	11·2
1867 -	94·7	93·2	78·1	74·5	87·5	86·5	5·3	6·8	21·9	25·5	12·5	13·5

The improvement in writing is steady. The number of failures at the outset was very great, because, except the print form of letters in the infant department, it had not been the practice to set children to write anything on slates till they could use pen and ink on paper pretty freely. But the correctness, freedom, and even beauty of the exercises now produced by the 1st and 2nd Standards are often matter of surprise to visitors.

Arithmetic.

—	Per-centage of Passes.						Per-centage of Failures.					
	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
1865 -	50·7	55·	73·8	61·8	72·5	85·7	49·3	45·	26·2	38·1	27·5	14·3
1866 -	61·9	69·2	74·5	61·	66·7	82·5	38·1	30·8	25·5	39·	33·3	17·5
1867 -	72·9	76·4	79·4	67·3	77·3	82·9	27·1	23·6	20·6	32·7	22·7	17·1

It is in the two junior standards that the greatest improvement is apparent, as in the case of writing, because, for a reason mentioned in my last report, it had not been usual in Scotland to teach these branches to children of the ordinary age for these standards till after the new Code was made

the rule of examination. It may be right to mention, as the practice of some of my colleagues appears from the reports to be different, that I pass none in the 3rd Standard who do not work correctly one of two sums in short division, as the special requirement of the standard, whatever they may do in subtraction or multiplication. The progress of the upper standards may appear to be somewhat less than it really is owing to want of practice in working sums on paper. The sixth standard appears to have fallen a little upon the whole, the per-centage of 1866 being 3·2 less than that of 1865, while in 1867 the recovery from this loss is represented by a difference of only ·4. Notation, which it was easy to improve, *is* generally better, though along with any other shortcoming it is still the cause of a considerable number of the failures. Of the three subjects prescribed for individual examination, arithmetic continues to be that in which there is most room and most need for improvement, both in an educational and in a practical point of view. It is still too much taught and practised in reliance upon the mere rule and the model example, to the exclusion of the great advantage to be derived from frequent reference to the *rationale* of the several steps; and I am still of opinion that *proportion*, with the knowledge and application of its real principles, instead of the merely mechanical use of the "rule of three," would in every point of view, and especially with reference to *technical* education, be a very important and a very practicable addition to the present requirements in the 6th Standard.

Effects of the Revised Code.

The New Code is undoubtedly working a great improvement within its specified range, but it *is* liable to one objection which is frequently brought against it. The *passes* are too often understood and provided for, as all that is required; though, indeed, in the case of those teachers who used to try to cover elementary deficiencies by getting up a few showy things for examination days, the change produced is for the better, in as far as what is done is real and is extended to a much greater number of the children. But there is no provision for securing attention to the meaning of words or the "scope" of what is read, which used to be an almost invariable part of a class lesson after the stage of easy narrative; and there is reason to fear that this important part of school training, for which the Code is at least laying a broader basis, is comparatively lost sight of, except in a very limited proportion of the schools under inspection. And this proportion I should hesitate to state at more than about 5 per cent. of the schools in my district. They are the same schools that made the best appearance under the old mode of examination; and they now give the highest per-centage of presentation for examination, with the best appearance in

Scripture knowledge, history, geography, and grammar. Among these is a female school attended in its several departments by upwards of 500 children, from which I once got a set of pupil-teacher papers without an error amongst them, and which used to top the Queen's Scholar list, as it now does the corresponding list of Entrants, and in this school I have had a 1st Standard of 144 of the average age, of whom none failed in reading or writing, and only two in arithmetic.

Pupil-teachers.

The pupil-teachers in the district continue to work well, and their written exercises are upon the whole creditable. The following table, giving the per-centages of the marks in grammar and arithmetic, shows this year some progress in the former, with a slight falling off in the latter; but in both there is much room and need for more intelligent training.

	Grammar.		Arithmetic.	
	1866.	1867.	1866.	1867.
Above fair - -	39·	45·	48·	47·
Fair - - -	19·	21·	18·	16·
Below fair - -	42·	34·	34·	37·

Difficult to be got.

In many districts there is a great and growing difficulty in getting suitable boys for the office of pupil-teacher, and if, as now generally alleged, this arises from the want of adequate inducement it would surely be a mistaken economy of the public money to continue to offer what is just too little to obtain the quality which is best fitted for the public service. Masters can rarely secure the boys that they would prefer, apart from any dislike to teaching as a profession, which, indeed, some of those who decline it, would even prefer, but for the temptation of higher wages to start with. And in the want of competition, they have to be content with second or third rate talent, if there seem but a chance of getting the examination passed. Now it may be borne in mind that it is from such recruits chiefly that the ranks of elementary teachers will come to be supplied, a consideration of increased importance under the New Code, which allows managers and masters to supply the minimum numerical staff which it requires, not at a fixed rate as formerly, but at any lower rate that circumstances may induce some to accept.

Suitable girls can be more easily obtained, but they are not allowed to supply the place of boys to a master; and if this were now to be allowed to some extent by a modification

of the existing regulation, it would follow that either their training would be lost to the service, or that masters must be replaced by mistresses in a proportionately increased rate.

Mistake in the employment of beginners.

In the employment of pupil-teachers a mistaken arrangement, to which I have often objected, is still very prevalent, and in some schools systematically acted upon as the best. It is to send the youngest pupil-teacher to initiate children in the knowledge of the alphabet and in the first steps of reading, a stage which requires all the skill, tact, and patience of an experienced teacher, while such beginners can only tell the children what to say and hear them say it after them like parrots, an exercise which soon becomes irksome and profitless alike to the teacher and the taught, and is, no doubt, the origin of the dislike which not a few of the pupil-teachers soon come to feel for their profession. The stage at which they should begin to teach is undoubtedly that of easy narrative. Here they are in charge of a machine that in comparison with the other needs merely to be set in motion; the elementary difficulty has been got over so far at least; the words are simple and the sentences short, and it is easy for them to frame little questions in the way of exercise. But with the time now occupied in the individual examination of the children there is much less opportunity for observing the pupil-teachers at their ordinary work in the management of a class.

Grammar very unsatisfactory.

I have often had occasion to remark that grammar, as an ordinary branch of elementary school education, is in a most unsatisfactory state, and that, while essentially connected with the meaning of what is read, and having in this connexion both its sole utility and its most simple, indeed its only rational, basis of explanation, it is taught as if no such connexion existed. Thus the best and most interesting means of early intellectual training is lost in learning, repeating, and in a hap-hazard way applying, what is to the children, and as will be shown to many of the teachers themselves, comparatively a jargon of unmeaning terms, the confusion of which is increased by the almost daily introduction not of new nomenclatures, though there might be a greatly improved one, but of isolated new terms having no clear relation to the old, the whole being applied not according to any generally recognized definitions, but the fancy or peculiar view of each writer and those teachers who may follow him, but not always exactly.

The state of matters to which I refer may be very briefly illustrated. I ask a class in what case "he" is, when it is *before* the verb, and the simultaneous and ready answer is the "nominative." I next ask in what case "he" is when it comes *after* the verb, and, in nine cases out of ten, the whole

class or the great majority of it say the "objective. Again, I say in what case is "him" when it comes *after* the verb, and the answer is the "objective." Then in what case is "him" when it is *before* the verb, and the answer is "nominative," thus showing that the structure of the simplest form of a sentence is supposed to depend, not upon the use of the words as representing agent or object, but upon that arrangement of them which is with us the most usual.

In teachers and students as in schools.

It would be natural to expect that no teacher of a school professing grammar, or student after a year's training at normal college, should entirely fail in the ordinary plain parsing of an ordinary plain word; but such an expectation would at present be very far from being well founded. Having been intrusted with the revision of the grammar papers worked at the Christmas examination of 1866 by masters taking those set for students ending the first year of normal school training, and at last Christmas by the male students of all the training colleges, at that stage, having a corresponding set of exercises, I examined in detail and registered the parsing with much care and minuteness, and the results have been gone over and checked by several well qualified assistants, so as to have them secured from oversight or hasty conclusion before making them the ground of statistical summaries and remarks.

Proofs and illustrations.

The following are the passages and the results, the words in italics being those of which the parsing was required. In case it should be thought that there could not be such a number of entire failures as these results show, unless the examples were estimated according to some high standard of excellence or one from which any shortcoming in matter or form was fatal, it may be stated that the individual *facts* of the parsing were accepted in whatever order they were given, and in any intelligible form of expression, any particulars wanting or wrong forming a corresponding deduction from the mark given for the word when correctly and fully parsed. Entire failure implies either that the part of speech is inexcusably mistaken, or that the detailed parsing of it is nonsensical, or betrays utter ignorance, as when a *verb* is said to be of the *masculine gender*, or *she* is called the *objective* case. Some specimens of the more striking failures are subjoined to the summary of each exercise. And that these examples are not mere slips by oversight is quite evident, both because they occur chiefly in exercises exhibiting many other errors, and because several of them are given by different students in nearly the same words.

Exercises worked by masters.

Exercise worked by 51 of 171 masters, December 1866.

"Troy *sunk* in flames I saw (nor could prevent),
And Ilium from its old foundations rent—

Rent like a mountain ash, *which* dared the winds,
And *stood* the sturdy strokes of labouring hinds.
About the roots the cruel axe resounds;
The stumps are pierced with *oft* repeated wounds:
The war is felt *on high*: the nodding crown
Now *threats* a fall, and throws the leafy honours down.
To their united force *it* yields, though *late*,
And mourns with mortal groans the approaching fate:
The roots *no* more their upper load sustain;
But down *she* falls, and spreads a ruin through the plain."

DRYDEN'S ÆNEID, B. II.

—	Mark for Correct and Full.	Failure.	Very Imperfect.	Imperfect.	Very Moderate.	Moderate.	Pretty Fair.	Fair.	Very Fair.	Good.	Very Good.	Excellent.
Sunk - -	Excellent	24	3	9	1	1	2	2	5	2	2	0
Rent - -	Excellent	26	3	8	1	2	1	2	5	2	1	0
Which - -	Very good	5	3	9	1	5	3	6	5	12	2	—
Stood - -	Very good	8	3	4	2	9	6	3	3	11	2	—
About - -	Very good	10	2	9	1	2	1	1	2	23	0	—
Oft - -	Good -	11	2	8	0	2	0	2	1	25	—	—
On high -	Good -	10	3	12	0	4	10	5	4	3	—	—
Threats -	Good -	10	2	6	0	3	5	2	3	20	—	—
It - - -	Excellent	10	4	4	1	4	6	11	4	6	0	1
Late - -	Very good	14	4	9	1	0	4	0	4	13	2	—
No - -	Very good	15	0	11	0	1	2	1	1	18	2	—
She - -	Very good	11	4	6	2	4	7	11	3	2	1	—
	Total -	154	33	95	10	37	47	46	40	137	12	1

Of the 612 answers here registered, 46 are fair, 190 above fair, 58 of these being correct and full, while 376 of them are below fair, and of these 154 are entire failures. Examples of the failures.—Sunk: (*a.*) *adv. of place, qual. v. saw.*; (*b.*) *3rd sing. past ind.*; (*c.*) *neut. v. ind. mood*; (*d.*) *past ind. agrees with nom. Troy.* Rent: (*a.*) *adv. of description, qual. v. saw*; (*b.*) *verb sing., past tense*; (*c.*) *3rd sing., agreeing with nom. ash*; (*d.*) *verb, past tense, 2nd subject to Ilium.* Stood: *verb, neut. gender.* About: *conj.* Oft: *verb, subj. mood, past tense, by with.* On high: (*a.*) *participle, pres. ten.*; (*b.*) *part., past tense*; (*c.*) *a preposition.* Threats: (*a.*) *imp. part. of the verb to threat*; (*b.*) *verb, past par.* No: *conj.* She: *obj. case.*

Alternative exercises worked by the other teachers, 120:

"In rugged arms how softly does it *lie*,
How tenderly protected! *Far* and near
We have an image of the *pristine* earth,
The planet in its nakedness: were *this*
Man's *only* dwelling, sole appointed *seat*,
First, last, and single, in the breathing world,
It could not be more quiet: peace is here
Or nowhere; *days* unruffled by the gale
Of public news or private; years that *pass*
Forgetfully; *uncalled* upon to pay
The common penalties of mortal life,
Sickness, or accident, or grief, or pain."

WORDSWORTH'S EXCURSION, B. II.

—	Mark for Correct and Full.	Failure.	Very Imperfect.	Imperfect.	Very Moderate.	Moderate.	Pretty Fair.	Fair.	Very Fair.	Good.	Very Good.	Excellent.
Lie - -	Excellent	26	10	26	6	8	2	4	7	17	8	6
How - -	Good -	14	5	18	1	7	1	3	2	69	—	—
Far - -	Good -	34	7	23	0	5	2	5	1	41	—	—
Pristine -	Good -	7	0	3	0	1	0	0	1	108	—	—
This - -	Very good	11	5	19	1	6	6	5	3	58	1	—
Only - -	Good -	27	0	3	0	3	3	1	3	80	—	—
Seat - -	Excellent	23	15	10	4	15	9	16	8	9	9	2
Or - -	Very good	29	5	34	4	4	7	9	7	20	1	—
Days - -	Very good	19	5	13	4	14	12	14	4	35	0	—
Pass - -	Very good	15	2	12	4	17	17	9	4	37	3	—
Forgetfully -	Good -	14	3	17	0	0	3	3	0	80	—	—
Uncalled -	Excellent	43	5	23	4	15	10	6	7	7	0	0
	Total -	262	62	203	28	95	72	75	52	561	22	8

Of the 1,440 answers here registered, 75 are fair, 643 above fair, 391 of these being correct and full, while 722 are below fair, and of these 262 are entire failures.

Examples of failures.—Lie: (*a.*) *adv.*; (*b.*) *v. 1st per. sing. agrees with its nom. it*; (*c.*) *verb, imper.* Far: *an adj.*; *might be called an abstract noun.* Only: (*a.*) *prep. gov. dwelling*; (*b.*) *adv. qual. dwelling.* Seat: (*a.*) *obj. by only*; (*b.*) *noun abstract, inasmuch as the whole passage is describing a quality of the seat*; (*c.*) *obj. to his understood*; (*d.*) *poss. case, masc. gen.*; (*e.*) *obj. to were.* Days: *abstract noun.* Pass: (*a.*) *v. intran. act. v.*; (*b.*) *v. plu. neut., gov. by relative that.* Uncalled: (*a.*) *neg. adv.*; (*b.*) *past part. of v. to uncall*; (*c.*) *part of v. to call with un a prep.* In the third section of the paper it is required to explain what is meant by the "nominative absolute," and to give instances where it occurs either with or without a participle, and the following explanations are given:—

"When a person or object is addressed, and no predicate or "verb to which the name by which we address the person or "object may become the nom., then I call it the nom. absolute, "as 'O sacred truth, thy triumph ceased a while;' truth is here "the nom. absolute." Another gives the same rule with the following examples: "John having finished his lessons went "to play;" "the boy fearing punishment told a lie." By another, "O William!" is given as an instance of it without a participle. When nothing is said of the noun or participle, or when free from any part of the sentence, without a participle; "My dear friend." When the noun is free of itself, or rather depends upon itself; "Columbus, notwithstanding the "tempest, set sail;" "John having learned his lessons, com-"menced to play."

Exercises worked by students.

EXERCISE worked by 327 first-year male students, December 1867.

"*Reft* of thy sons, amid thy foes forlorn,
Mourn widowed Queen, forgotten Sion, mourn!

Is this thy place, sad city, *this* thy throne,
Where the wild desert rears *its* craggy stone;
While suns unblest their angry lustre fling,
And way-worn pilgrims seek the scanty spring?
Where now thy *pomp*, which kings with envy viewed?
Where now thy might, which all *those* kings subdued?
No martial myriads muster in thy gate;
No suppliant nations in thy Temple wait;
No prophet bards, thy glittering *courts* among,
Wake the full lyre, and swell the tide of song:
But lawless force, and meagre want are there,
And the *quick* darting *eye* of restless fear,
While cold oblivion, *'mid* thy ruins *laid*,
Folds his dank wing beneath the ivy shade."

—	Mark for Correct and Full.	Failure.	Very Imperfect.	Imperfect.	Very Moderate.	Moderate.	Pretty Fair.	Fair.	Very Fair.	Good.	Very Good.	Excellent.
Reft - -	Excellent	24	0	2	3	33	110	44	22	78	9	2
This - -	Very good	12	0	4	1	16	11	73	45	91	74	—
Its - -	Good -	21	0	3	1	48	21	120	85	28	—	—
While - -	Good -	123	1	2	3	51	17	62	58	10	—	—
Pomp - -	Very fair -	38	0	3	0	12	5	26	243	—	—	—
Those - -	Very fair -	20	0	2	2	15	5	270	13	—	—	—
No - -	Very good	176	0	2	0	105	7	14	1	22	1	—
Courts - -	Fair - -	24	0	1	0	6	5	238	2	1	—	—
Wake - -	Good -	36	2	2	0	13	16	39	208	11	—	—
Quick - -	Very fair -	87	0	2	71	6	40	105	11	5	—	—
Eye -	Very good	45	0	4	3	9	3	19	21	26	197	—
'Mid - -	Good -	61	0	7	1	128	13	47	42	26	2	—
Laid - -	Very good	85	1	3	2	30	56	51	19	32	48	—
	Total -	751		37	87	472	309	1,158	770	330	331	2

Of 4,251 answers here registered 1,158 are fair, 1,433 above fair, 924 of these being correct and full; while 1,660 are below fair, and of these 751 are entire failures.

Examples of Failures.—Reft: (*a*) *adv. of reason to mourn*; (*b.*) *adv. of cause to mourn*; (*c.*) *adj. added to mourn.* While: *adj. of accompanying circumstances.* This: (*a.*) *predicate in this sentence after the copula. v. is*; (*b.*) *adv. mod. v. is.* Is this: *irreg. intr. v. 3rd per. sing. pres. ind.* Pomp: (*a.*) *adj. in apposition to Jerusalem*; (*b.*) *noun, obj. by thy*; (*c.*) *interrogative pronoun.* Wake: *verb, masc. gend.* Eye: *masc. gend.* Darting eye: *noun, poss. case, gov. by fear.*

ALTERNATIVE EXERCISE worked by the other Students, 129.

The chief beheld their chariots from *afar*,
Their shining arms, and *coursers* trained to war.
Their lances fixed in earth, *their* steeds *around*,
Free from their harness, graze the flowery ground.
The love of horses *which* they had alive,
And care of chariots, after death *survive*.
Some cheerful souls were feasting on the plain;
Some *did* the *song*, and *some* the choir, maintain;
Beneath a laurel shade, where mighty Po
Mounts up to woods above, and hides his head below.

Here patriots live, who, for their country's good,
In *fighting* fields were prodigal of blood;
Priests of unblemished lives here make abode,
And poets worthy their inspiring *god*;
And searching wits, of more *mechanic* parts,
Who graced their age with new-invented arts.

—	Mark for Correct and Full.	Failure.	Very Imperfect.	Imperfect.	Very Moderate.	Moderate.	Pretty Fair.	Fair.	Very Fair.	Good.	Very Good.	Excellent.
Afar - -	Very good	11	0	8	1	53	1	9	1	43	2	—
Coursers -	Fair - -	8	0	2	1	4	6	108	—	—	—	—
Their - -	Excellent	7	0	1	0	37	12	11	19	34	8	0
Around -	Very good	52	0	17	1	43	2	8	0	2	4	—
Free - -	Fair - -	40	0	1	1	7	2	78	—	—	—	—
Which - -	Very good	18	0	9	0	28	7	6	14	9	33	—
Survive -	Very good	12	1	5	0	16	6	10	15	10	54	—
Did - -	Excellent	17	0	0	0	28	17	20	9	24	13	1
Song - -	Good -	24	0	0	0	10	4	8	1	82	—	—
Some - -	Good -	13	0	2	0	13	4	26	25	46	—	—
Beneath -	Very good	26	0	2	0	9	7	42	26	17	0	—
Fighting -	Good -	16	0	12	0	6	6	24	0	65	—	—
God - -	Very fair -	30	0	2	0	17	6	12	43	19	—	—
Mechanic -	Fair - -	14	0	0	0	1	1	113	—	—	—	—
	Total -	288	1	61	4	272	81	475	153	351	119	—

Of the 1,806 answers here registered 475 have obtained the mark fair, and 624 above fair, 552 of these being correct and full, while 707 are below fair; and of these 288 are entire failures.

Examples of Failures.—Free: (*a.*) *reg. trans. v. and m. pres. ten. agr. with nom. they understood;* (*b.*) *adj. does not admit of comparison.* Survive: *3rd per. sing. agr. with its nom. death.* Did: *adv. mod. maintain.* God: (*a.*) *subst. abstract, in the poss. case, gov. by their;* (*b.*) *gov. by worthy.* Worthy: *governs object. case without a prep.* (frequent).

In explanation of the use of the auxiliary verbs "to have" and "to be," as required in the second section of this paper, one of the candidates says:—"The verb *to have* cannot be in "the passive voice, because it cannot have an object; for "instance, we can say 'I have the dog,' or 'the dog have I,' "changing the place of the nouns. The verb *to have* therefore "takes the nominative both before and after it."

Music. I was this year also entrusted with the revision of 439 papers in music worked by male students of the first year. These I examined with the same minuteness as I did those in grammar, with a view to this report; but the length to which it has already extended will not allow room for more than a table of results and a remark or two.

The table shows—1st. The degree of success of the students of each college in the exercise of writing music to dictation, or in taking down the notes of a passage as played to them; 2nd. Their general success, including the preceding exercise,

and the written answer to the rest of the paper, the several colleges being represented here by the letters of the alphabet.

Letter for Name of College.	Dictation.						General.					
	Moderate.	Fair.	Very Fair.	Good.	Very Good.	Excellent.	Moderate.	Fair.	Very Fair.	Good.	Very Good.	Excellent.
A.	2	2	0	1	2	3	1	3	0	3	3	3
B.	14	4	2	1	3	3	13	8	9	4	5	3
C.	13	2	3	2	3	2	3	3	6	5	5	3
D.	6	0	0	1	0	0	6	0	1	1	1	0
E.	22	4	6	0	3	1	11	15	13	2	4	1
F.	5	0	1	1	0	1	4	7	4	2	0	2
G.	2	0	1	0	0	0	3	0	0	1	0	0
H.	3	1	2	1	0	0	3	2	2	1	2	0
I.	17	0	4	3	2	1	4	6	6	8	4	1
K.	7	4	1	0	0	1	6	3	6	1	1	1
L.	7	2	1	0	0	2	10	9	4	2	1	2
M.	10	3	1	2	2	2	6	5	4	1	3	1
N.	—	—	—	—	—	1	—	—	—	—	—	1
O.	4	1	1	0	1	0	10	2	0	1	3	0
P.	4	1	1	1	2	0	0	2	3	1	6	7
Q.	4	2	0	2	3	1	4	0	3	1	3	1
R.	1	1	0	0	1	0	2	2	0	1	1	0
S.	6	6	0	0	0	0	7	6	3	1	0	0
T.	11	3	3	1	1	1	13	6	2	2	2	0
U.	10	4	2	[illegible]			9	8	2	1	4	2
W.	5	2	[illegible]				2	3	2	2	1	0
X.	8	[illegible]					[illegible]	11	7	0	2	1

It thus appears that the failures in the dictation exercise, which carries one third of the value of the whole paper, are very numerous. Practice in writing notes from the ear ought not to be delayed till entering the training college, where it takes up more value in time than can be given to it for the progress that can be then made, and after it has become more difficult than it would be at an earlier period. It should, indeed, be a school exercise, where it would realize and increase any actual progress that is made in singing at sight. Nothing would be easier than for the inspector to test it in a few minutes on the day of visit, whether he happen himself to be skilful in music or not. He has only to be provided with a few simple notes on a bit of paper, which he can hand to the teacher to play, or to sing if there be not an instrument, and see them reproduced on the slates of the children.

Among the more important errors in the papers of those that had made at least average progress were those regarding the different kinds of time, and how far the effect of an accidental sharp or flat extended. In one college a *chromatic* semitone was explained as an *enharmonic* so generally as to give the impression that it had been regularly so taught there, or that something had occurred during the examination to give prevalence to that idea of it.

Shaping in female schools.

In my visits to female schools and the industrial department of mixed schools during the last two years I have made it a

point to ask the mistress whether any of the girls had yet commenced cutting out or shaping, and the almost invariable answer was that none of them were far enough advanced yet or old enough to do that. I thereupon asked *how* big, *how* old, or *how far* advanced in sewing a girl should be before she could handle a pair of scissors. As no definite answer could be given to this question, and as the fact, on further inquiry, turned out to be that usually all girls left school before they were considered qualified to begin cutting, I proposed that they should make trial at an earlier stage, stating that (assuming the teacher to be qualified, and willing to take the trouble) I believed the original and sole cause of the delay to commence this process was the reasonable fear that very young girls would waste much cloth, and it was therefore proposed to begin with cutting *paper*, and in the first place old newspapers and the like, which might be obtained for such a purpose without cost to the school. Besides, it is much easier to cut a shape in paper than in cloth, because it stands better to the scissors. That, after sufficient practice in this material for the attainment of a pretty fair idea of shape and proportion, some tissue paper of various colours could be got at little expense, and dresses could be made of one colour, with the trimmings of another, which would be attractive and cultivate taste. And being armed with some specimens from one or two schools where I had got the teachers to make the proposed trial I now produce them, beginning with some very simple bit of dress, which the girls could easily see to be well proportioned, while a faulty one among them as a test rarely escaped the discernment of them all. And so on, step by step, till I reached the more artistic specimens. The girls always seemed delighted with the sight, and the idea, which I took care to inculcate, that any of them could soon do as well, or even better. The mistress, though generally incredulous at first, usually became a convert; and the result was a promise, in which all seemed readily to concur, that they would have something of the kind to present to me on my return. I have been taking from each school that has adopted the practice a few of the best specimens, in addition to what I had, to show elsewhere, with the name of the school and the name of the girl on each, with a note of her age, which seemed necessary to satisfy some that such things can be done by girls so young; and the result promises to be the general adoption of a practice which cannot fail to give increased interest to this department, with the solid advantage of an additional qualification that will come to be of more value as the sewing machine comes into more general use. By means of it a woman that can shape could make clothes for the whole of a large family; while one that can merely sew what she has to get another to cut for her is

Cause of postponement.

Girls eager to begin.

Sewing machine.

comparatively useless. Early practice in cutting will have the further effect of training the eye to the ready perception of shape and proportion generally, as in outline drawing; and of cultivating taste in adapting colours to each other, as in painting, a matter in which the ladies of England are said to be far behind those of France.

Reports not generally seen by managers and teachers.

It is to be regretted that school managers now rarely see the volumes containing your Lordships' report and minutes and the reports of the inspectors. Hence the most erroneous views of the facts and working of the system are easily propagated and readily accepted from partially informed or prejudiced speakers or writers in the newspapers. I am constantly applied to, personally or in writing, for information on points which I was at great pains to explain fully in my last report. Formerly, when these volumes were sent gratis to the correspondents for schools under inspection, though neglected by some, they were read and highly prized by others, and circulated, as was the intention, among the teachers, who individually consider the price of the volume more than they can annually afford. I am now suggesting in my district that the teachers of an immediate neighbourhood should subscribe the amount, and circulate the volume among themselves. The tabulated reports, if now printed, showing the comparative passes in different schools and districts, would be looked into and read with much greater interest than formerly.

I have the honour to be, &c.

E. WOODFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, JAMES SCOUGAL, Esq., *on the* SCHOOLS *connected with the* FREE CHURCH, *and on other* SCHOOLS *inspected by him in the* NORTH *and* NORTH-EAST OF SCOTLAND.

MY LORDS,

I HAVE the honour to submit to your Lordships my general report on the schools in my district for the year 1867.

District unchanged.

In extent and general character the district remains the same as it was two years ago, and the state of the schools has varied but little during the two years that have elapsed since the date of my former report. There has, however, been a considerable increase in the number of schools and departments, of teachers and scholars in most of the 11 or 12 counties composing my district. Particulars as to the distribution and number of the schools, &c. are contained in the following table, in which are not included some cases of non-aided schools that have almost always been inspected on the same day as some annual grant schools with which they are more or less connected.

Number of schools.

I.—TABLE of SCHOOLS, TEACHERS, SCHOLARS, &c.

Counties.	Schools.		Teachers.		Pupil-teachers and Candidates.		Number of Children.		
	Separate.	Departments.	Certificated.	Not certificated.	Assistant-teachers and Pupil-teachers.	Candidates.	Present on Day of Visit.	In Ordinary Attendance.	Annual Average Attendance.
1. Aberdeen - - -	53	67	66	7	51	17	4,767	4,491	3,964
2. Banff - - - -	12	17	17	—	15	9	1,332	1,504	1,224
3. Caithness - - -	11	13	12	1	11	6	1,133	1,125	904
4. Elgin - - - -	10	12	11	1	5	3	830	838	753
5. Forfar - - - -	41	56	55	2	68	33	5,744	5,640	5,303
6. Inverness - - -	13	16	17	—	5	7	1,052	955	897
7. Kincardine - -	11	12	11	1	6	5	652	677	626
8. Nairn - - - -	5	5	5	—	3	1	332	320	276
9. Orkney - - - -	2	2	2	—	1	1	118	121	107
10. Ross and Cromarty -	26	29	26	3	21	9	2,289	2,030	1,830
11. Sutherland - -	11	11	11	—	9	3	850	837	712
Totals - -	195	240	233	15	195	94	19,099	18,538	16,606

Of the schools in this table about a dozen have not been visited this year; some because they had ceased to be taught by a certificated teacher, and others because they were added to my list after the month fixed for visiting them was past. The latter will, of course, fall to be visited in 1867-68, and of the former some may again be provided with certificated teachers before the month of their inspection comes round. Next year, then, will very probably show a considerable increase in number of children present, &c.

Separate schools.

Reckoning as separate schools those which, though under the same general management do not work into one another, and are sometimes in separate buildings, the number of schools would rise from 194 to 210 or more. There may often be a male and a female certificated teacher in premises under the same management or under different committees of the same managers, but this by no means implies that these form two departments of one and the same institution. On the contrary the one may be a mixed school under a master, and the other a mixed school under a mistress, each working quite independently of, and being virtually a rival to, the other. Such schools require separate examination, and so far as the work of inspection is concerned, are really separate schools. On the other hand, when there is an infant school from which the children are drafted at a certain stage into the advanced department, or when the junior or preparatory classes of a school are taught by a certificated mistress, who also superintends the sewing, &c., I reckon the whole as only one school with two departments. When the sewing mistress does not assist in the literary instruction of the school, I reckon it to have only one department.

Increase.

Compared with the state of my district two years ago, there is an increase of more than 20 or 30 in the number of separate schools, of more than 40 in the number of departments and of certificated teachers, and of more than 20 in the number of pupil-teachers, and of more than 2,000 in the number of children present. The number of uncertificated teachers is very nearly the same. I question if it is not now the largest district under the charge of one (unaided) inspector, and with the amount of travelling often very difficult and unseasonable which it necessitates, the work of inspection cannot now be overtaken by me without encroaching on time allowed for other purposes, such as vacation, correspondence, &c.

I have succeeded, however, in visiting every annual grant case (with only one exception, I believe, in January) in the month

fixed for my visit. But to accomplish this I have undergone this year, remarkable for the length and severity of its snow storms, an amount of labour in various ways that I should scarcely feel myself justified, for health's sake, in undertaking again.

Premises, improvements effected.

These, since the date of my last report, have either been, or are in course of being, much improved in various places in the district. A good schoolroom has been built for Kirkhill, F.C.S., and considerable improvements effected on the schoolrooms at Olrig and Jemimaville, but the improvements would have been more effective had a different arrangement of the desks been adopted. The Enzie, F. C. schoolroom has been much improved by the introduction of good parallel desks. In the parish of Rafford the Burgie schoolroom has also undergone considerable improvement, and excellent new premises for teacher and children have been erected for the Reade F. C. school. New and commodious premises are in course of erection (completed, it may be, by this time) at Culloden and at Bridgend of Alness, where the old premises were altogether unsuitable, and at Blackburn, Blacklaw, and Thurso, where the accommodation had become either too small for the number of children in attendance, or otherwise unsuitable. So far as I am aware, no part of the funds necessary for effecting these improvements or erecting these new buildings has, with one exception, been derived from the Committee of Council on Education, and it is gratifying to me to be able to report so many instances of commendable liberality,—substantial proofs of a sincere desire on the part of managers to have their schools carried on in suitable premises.

Improvements desired.

In the following schools I hope for improvements in the way of enlargement, or in the introduction of parallel desks, or in both ways:—Aberdeen, Union F.C.; White's Place infant school, Montrose; Broughty Ferry F.C.; Kincardine F.C.; Spinningdale F.C.; Rogart (Torbreck) F.C.; Thurso Female Benevolent; Rosehearty Female; Grantown F.C.; Glenconvinth F.C.; Kiltearn F.C. The four schools last named have been added to my list this year. The other new schools on my list, which I have yet had an opportunity of visiting, are provided with suitable premises.

Parallel desks almost a necessity now.

In schools with an attendance anything like equal to the accommodation provided, still more in those that are in any degree crowded, parallel desks are almost absolutely necessary for the comfortable and efficient discharge of the inspector's duties on the day of visit, while they furnish the teacher every day with facilities for class and collective teaching, and for the maintenance of good order and discipline.

The arrangement of the desks in some schools causes to the inspector an amount of extra and irksome labour that is well nigh intolerable. I am almost driven to the conclusion that the introduction of parallel desks into every aided school not already provided with them, should be imperatively demanded.

Apparatus. Slates.

There is generally now a good or very fair supply of black-boards, maps, books, slates, &c., but in some schools this is far from being the case in regard to slates,—the objections or prejudices of the parents being in most cases the cause of the *insufficient* supply.

Ruled slates for lower standards.

It is highly desirable, if not indispensable, that every child should be provided with a slate and a proper slate-pencil—(many of the slate-pencils one sees in use, being of the smallest possible dimensions, are quite unsuitable for writing)—and that, in the early stages at least, all the slates should be properly ruled for writing. It is amazing to see how many teachers yet subject the children of the lower standards to the difficult task of writing on *unruled slates*, while the more advanced scholars enjoy every day the advantage of *ruled paper* for their exercises.

School books, binding of.

Many of the books, particularly of the younger children, are often in a very dilapidated condition, a necessary result of the flimsy way in which they are too commonly bound or stitched. Some improvement in the manner of binding school books without adding much to their cost is a great desideratum. If the statement made by the publisher of the Excelsior reading books as to the result of the (so-called) new method of binding them is verified by experience, it will go far to recommend those books to parents and teachers; and will lead, surely, to the adoption of the same, or of an equally good, method by other publishers.

Log books.

In regard to these I have little to say in addition to my remarks two years ago. While many teachers seem to me to keep their log books in a style that manifests a laudable desire to make them useful and valuable records, other still exhibit very little variety in the entries, and a few keep no log book at all. This last statement is very rarely true of thoroughly good schools.

Registers, Form IX., Art. 17.

This seems to me the place to notice the diversity that I know to exist in filling up Form IX., Article 17. Some teachers or managers fill up the spaces in said Article properly, as I think, with the total numbers of those children that have made 200 attendances during the whole school year, while others insert only the number of such of these children as are on the roll at the date of the inspector's visit.

This diversity not only vitiates the statistics, but may lead to the conclusion that some teachers are presenting for examination every pupil qualified by attendances, while others are withholding all the doubtful ones.

Suggestion as to Art. 17.

I beg to repeat here a suggestion I have ventured to make in some of my school reports; viz.:—that Article 17 should contain not only spaces, as at present, for entering the number of scholars under and over six years of age that have made 200 attendances or more during the whole school year, but also spaces for the number of these children that are on the school roll at the date of visit.

This would remove all ground for the diversity at present existing in the returns; and until some alteration of this kind is made, I fear we shall have this Article 17 filled up in many instances in a way calculated—I do not say intended—to mislead.

Registers and log-books should be the property of the managers. I have known, on a change of teacher, great inconvenience caused in making up the necessary returns to the Council Office, as the late teacher had taken all these books with him.

Inspection and examination.

I have this year (1866–67) inspected 190 separate schools with 234 departments and about 250 teachers, principal and assistant, all certificated except 15 or so; with 19,099 children on days of visit, 18,538 in ordinary attendance, and an annual average attendance of 16,606. In these are included about 10, perhaps, of simple inspection cases; the schools being visited, some of them with a view to the examination of the teachers for certificates of merit; and others by request on a day's,—sometimes a few hours'—notice when I was at annual grant cases in their neighbourhood. In these cases the results are less to be relied on than when the examination is conducted according to the mode now prescribed. The Minute of 7 August 1867 will lead to more definite and reliable statistics and results in the case of such schools.

It is only fair to add that some schools and departments taught by uncertificated mistresses are included in the following Table, these teachers generally, though not always, acting also as sewing mistresses to a mixed school under a certificated master.

Number examined according to Revised Code.

I have examined according to Revised Code a few schools in circumstances so peculiar as to make me deem it unfair to include them this year in such a Table as the one I now append.

II.—TABLE of SCHOOLS and SCHOLARS examined according to Revised Code, with Results.

Counties.	Schools.		Teachers.	Number present on Day of Visit.	Number of Children		Number passed in			Total Number of Passes.	Per-centage of Passes to		Per-centage of Number presented to the Number qualified.
	Separate.	Departments.			Qualified.	Examined.	Reading.	Writing.	Arithmetic.		Number examined.	Number qualified.	
Aberdeen	47	61	67	4,503	3,164	2,100	2,065	1,973	1,654	5,692	90·35	60·00	66·37
Banff	12	16	16	1,240	862	552	545	532	491	1,568	94·68	60·63	66·03
Caithness	10	12	12	1,133	865	710	698	657	625	1,980	93·00	76·30	82·08
Elgin	9	11	11	830	559	416	409	400	355	1,164	93·27	69·41	74·62
Forfar	40	56	57	5,596	3,612	2,532	2,485	2,298	2,034	6,817	89·74	62·92	70·10
Inverness	12	15	16	963	684	509	506	461	383	1,350	88·40	65·79	74·41
Kincardine	10	11	11	652	472	373	365	339	299	1,003	89·63	70·83	79·02
Nairn	5	5	5	332	209	154	154	150	136	440	95·24	70·20	73·70
Orkney	2	2	2	118	99	72	68	54	50	172	79·63	57·91	72·71
Ross, &c.	24	27	27	2,201	1,527	1,188	1,164	1,041	876	3,081	86·45	67·25	77·80
Sutherland	11	11	11	218	596	464	444	391	346	1,181	84·84	66·05	77·85
	182	227	245	18,386	12,649	9,070	8,903	8,296	7,249	24,448	89·84	64·43	71·70

Number of children examined small in proportion to number qualified.

It may be noticed in this table that the number of children examined is less than three-fourths of the number qualified by attendances for individual examination. While there were upwards of 2,000 children more present this year on the day of visit, than there were two years ago, the number examined individually is only 35 more. The number examined is just about 50 per cent. of the number present, and about 72 per cent. of the number qualified.

I am well aware that many of the children qualified cannot, for reasons stated in my report for 1865, be present at a large number of the schools on the day of inspection. This year, too, I have little doubt that a larger number than usual were kept back by the very long and severe snow storms; in some schools not more than half the ordinary attendance were present on the day of visit. Still, referring only to the ratio of the number examined to the number qualified, and making all due allowance for absentees, I cannot but form and express the opinion that many scholars have been purposely and improperly left out of the examination schedule. I trust I shall not have a similar statement to make in any future report.

Reasons against this.

So long as this practice continues, the comparison of one school with another is rendered useless, in fact, impracticable; and the number of *passes* made by the scholars, even should these reach 100 per cent., must be entitled to very little weight, except in cases where the children qualified have been honestly presented. The minute of 20th February 1867 is calculated to encourage the presentation of a larger

number of children. But I much question if the wrong will be thoroughly righted till supplementary Rule V. renders it obligatory on managers to present all children, qualified by attendances and able to be present on the day of the inspector's visit.

But, on the other hand, many children who had made the required number of attendances during the year, and were therefore included in the numbers returned in Article 17, Form IX., may not be at school at the time of the inspector's visit, and to reckon all these as equivalent to "failures," because their names were not entered in the schedule, seems to me manifestly unfair.

Suggestion.

I am still in favour of the opinion that the earliest examinable age should be raised from six to seven years, leaving it optional to teachers and managers to present any under seven years of age, if they choose. Let then the presentation of all children, qualified by attendances and able to be present, be made a *sine qua non* of receiving the *full* grant, and we should then be supplied with more complete and trustworthy statistics, and be enabled to report more satisfactorily with reference to the point that has suggested these remarks.

Counties in order as to per-centage of passes to number of children examined, presented, &c.

Table II. enables us to see that, with regard to the schools on my list, the counties where the greatest number of *passes* have been made in proportion to the number of children *examined* are, in order, Nairn, Banff, Elgin, Caithness, Aberdeen, &c., and in proportion to the number of children *qualified*, are Caithness, Kincardine, Nairn, Elgin, and Ross, &c., the lowest in both respects is Orkney. As regards the per-centage of the number *presented* to the number *qualified*, the counties stand thus, Caithness, Kincardine, Sutherland, Ross, Elgin, Inverness, Nairn, Orkney, Forfar, Aberdeen, Banff.

These statistics might be useful.

But might lead at present to very erroneous conclusions.

In certain conceivable circumstances such statements as these might furnish useful information in regard to efficiency of instruction and fairness in presenting children for individual examination. But in the present state of matters, the schools in my list forming but a fraction of the schools in these counties, and many of them, particularly in the counties of Banff, Aberdeen, and Forfar, being inspected at very unsuitable periods of the year, the information is of extremely little value for these objects, or for educational purposes generally. They show, however, how much many schools might suffer pecuniarily according to the present financial provisions of the Revised Code from causes over which neither managers nor teachers have any control; and further, how readily very erroneous conclusions might be drawn in regard to the conduct and efficiency of the teachers, and to the state of education relatively throughout the counties composing the district.

III.—Summary of Results of Examination in Standards and Subjects.

County.	Standard I.					Standard II.					Standard III.				
	No. examined.	No. passed in			Total of Passes.	No. examined.	No. passed in			Total of Passes.	No. examined.	No. passed in			Total of Passes.
		R.	W.	A.			R.	W.	A.			R.	W.	A.	
1. Aberdeen	573	551	548	474	1,573	512	504	502	385	1,391	441	437	416	362	1,215
2. Banff	134	131	131	120	382	135	134	135	120	389	120	120	117	106	343
3. Caithness	164	161	154	144	459	155	148	150	142	440	129	128	119	115	362
4. Elgin	97	92	93	82	267	108	107	108	91	306	89	88	83	69	240
5. Forfar	742	712	709	580	2,001	592	583	574	454	1,611	479	474	442	406	1,322
6. Inverness	111	111	99	87	297	111	111	105	62	278	93	91	87	74	252
7. Kincardine	80	74	76	64	214	71	71	68	56	195	101	100	94	81	275
8. Nairn	43	43	43	39	125	33	33	32	28	93	30	30	30	28	88
9. Orkney	23	23	17	12	52	9	8	9	5	22	13	11	9	9	29
10. Ross and Cromarty	338	324	297	297	868	262	258	247	174	679	241	239	223	182	644
11. Sutherland	82	75	64	64	201	110	105	103	73	281	95	91	87	72	250
Totals	2,387	2,297	2,231	1,911	6,439	2,098	2,062	2,033	1,590	5,685	1,831	1,809	1,707	1,504	5,020

continued.

County.	Standard IV.					Standard V.					Standard VI.					No. present on Day of Visit.	Total of No. qualified.	Grand Total of No. examined.	Grand Total of No. of Passes.
	No. examined.	No. passed in			Total of Passes.	No. examined.	No. passed in			Total of Passes.	No. examined.	No. passed in			Total of Passes.				
		R.	W.	A.			R.	W.	A.			R.	W.	A.					
1. Aberdeen	291	290	240	206	736	201	201	186	162	549	82	82	81	65	228	4,503	3,164	2,160	5,692
2. Banff	88	86	75	72	233	32	32	32	31	95	43	42	42	42	126	1,240	862	553	1,568
3. Caithness	138	137	118	110	365	93	93	85	84	262	31	31	31	30	32	1,133	865	710	1,980
4. Elgin	58	58	54	50	162	46	46	44	45	135	18	18	18	18	54	830	559	416	1,164
5. Forfar	336	385	284	303	972	167	166	135	140	441	116	115	104	101	320	5,596	3,612	2,532	6,857
6. Inverness	108	107	95	92	294	61	61	53	47	161	25	25	22	21	68	963	684	509	1,350
7. Kincardine	51	51	40	41	132	45	44	37	37	118	25	25	24	20	69	652	472	373	1,003
8. Nairn	18	18	15	14	47	19	19	19	17	55	11	11	11	10	32	332	209	154	440
9. Orkney	13	12	8	13	33	9	9	6	8	23	5	5	5	3	13	118	99	72	172
10. Ross and Cromarty	155	154	119	117	390	106	104	87	81	272	86	85	68	75	228	2,201	1,527	1,188	3,081
11. Sutherland	76	76	50	54	180	52	51	43	45	139	49	46	44	40	130	818	596	464	1,181
Totals	1,382	1,374	1,098	1,072	3,544	831	826	727	697	2,250	491	485	450	425	1,360	18,386	12,649	9,070	24,448

Of the numbers included in this Table (III.) there were in infants' schools 1,375 children present on the day of visit, 598 qualified by attendances, 343 examined, and 946 passes. The per-centage of passes is 91·93,—above the average of the three lower standards, in one or other of which the children of infants' schools usually fall to be examined.

IV.—TABLE of PASSES and PER-CENTAGES.

Standards.	Number examined.	Number passed in			Total Number of Passes.	Per-centage of Passes in			Total Per-centages.
		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	2,387	2,297	2,231	1,911	6,439	96·23	93·46	80·06	89·91
II.	2,098	2,062	2,033	1,590	5,685	98·28	96·90	75·78	90·32
III.	1,331	1,309	1,707	1,504	5,020	98·80	93·28	82·14	92·41
IV.	1,382	1,374	1,098	1,072	3,544	99·42	79·45	77·57	85·48
V.	831	826	727	697	2,250	99·28	87·48	84·00	90·25
VI.	491	485	450	425	1,360	98·77	91·63	86·56	92·32
Totals -	9,020	8,853	8,246	7,199	24,298	98·15	91·41	79·81	89·80

V.—RESULTS by grouping together the THREE LOWER and the THREE HIGHER STANDARDS.

Standards.	Number examined.	Number passed in			Total Number of Passes.	Per-centage of Passes in			Total Per-centages.
		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.-III.	6,316	6,168	5,971	5,005	17,144	97·66	94·52	79·24	90·48
IV.-VI.	2,704	2,685	2,275	2,194	7,154	99·33	84·13	81·14	88·20

The comparison of these results in Table IV. with those two years ago stands thus:—

Years.	Reading.	Writing.	Arithmetic.	Total.
1864–5 - -	95·60	84·96	66·02	82·19
1866–7 - -	98·15	91·41	79·81	89·80
Increase -	2·55	6·45	13·79	7·61

Improvement in all subjects, especially in arithmetic.

This shows an improvement on all the three subjects, but particularly in arithmetic, in which it was most required, realizing the hope I ventured to express in my former report

that "after a year or two, when our teachers see it to be "advisable to begin oral arithmetic and lettering and figuring "on slates at an earlier stage than hitherto, the results (in "arithmetic) will be more favourable in the junior standards, "and eventually, as a matter of course, throughout the entire "range."

The improvement made now leads us to indulge the hope that we may yet see this important branch occupy as high a position as the others. Girls, however, generally form an element of weakness here, as much of the time given by boys to arithmetic is in the case of girls devoted to sewing, &c.

Collecting in a similar manner the results in Table V. the comparison stands thus:—

Years.	Standards.	Reading.	Writing.	Arithmetic.
1864–5 - -	I.–III.	95·18	84·64	64·71
1866–7 - -		97·66	94·52	79·24
		Inc. 2·48	Inc. 9·88	Inc. 14·53
1864–5 - -	IV.–VI.	96·82	85·43	79·80
1866–7 - -		99·33	84·13	81·14
		Inc. 2·51	Dec. 1·30	Inc. 1·34

Here we see the increase most marked in the lower standards where it was most required, and in the reading and arithmetic of the three higher standards. But there is the very noticeable fact of a decrease in the writing, including dictation, of the higher standards, and it occurs in every one of the three.

Writing in higher standards very faulty.

I regret to say that a good deal of the writing and cyphering on paper that has passed through my hands this year has been done in a very slovenly manner, and with no attempt at neatness or regularity. There is no doubt that legibility and accuracy are the first points to be aimed at and reached in dictation and cyphering, but to these should be added, as soon as possible, these other qualities. As I have frequently referred in my individual reports to the want of a neat and distinct style in these exercises, I trust the hints given will be duly attended to, and that I shall have the pleasure of soon seeing many instances of marked improvement in this respect.

Indeed, neatness and regularity should be aimed at from the very beginning, and I have seen them reached in a very commendable degree in the very first standard in schools where properly ruled slates were in daily use. This plan was continued in the 2nd Standard, and sometimes in the 3rd

also, the teacher taking care all the while that the children used pencils of a proper length. I have rarely seen children so trained fail in writing and ciphering on paper the exercises of the higher standards in a clear, distinct, and regular style.

Periodical examinations.

But, again, in other schools, and these still too many, it is evident, from the merest glance at the papers, that the children have never received any practice in the performance of these exercises with pen, ink, and paper. They are totally unacquainted with the proper method of making out a bill of parcels, or even of writing down arithmetical questions to dictation. Some teachers seem to think that children require no training in such exercises, and that all that is necessary is to see that they arrive at accurate results on their slates, be the style or method what it may. They would speedily be disabused of this notion by putting the children to the test of actual trial, as is done by the inspector. It would soon be evident, often painfully evident, that the scholars require frequent and systematic training to enable them to begin and finish these exercises in a correct, neat, and distinct style. Often in the paper work of the upper standards are the exercises so "cribbed, cabined, and confined," that it is no very easy task to "redd the marches" between them.

Practice of some teachers, &c. in regard to examinations.

So convinced are some teachers of the necessity for training their children in the proper method of working such exercises as examination according to the Revised Code necessitates, that they practise the children, once a month at least, in examinations similar to that which they will have to undergo when the inspector visits the school. And to accustom the children to the presence and voice of a comparative stranger, some of the teachers in Ross-shire have adopted the sensible plan of examining one another's schools periodically. I know of a manager—the minister—of a school in the county of Elgin, who examines the children in this manner I believe almost every week. I cordially recommend other managers and teachers to "go and do likewise." This school in Morayshire has for two years running presented for examination every child qualified, and there was not a single failure in either year. Such periodical examinations cannot fail to be productive of good. They accustom the children to the very kind of work they are required to do by the inspector, and render them cool and self-reliant on the day of the examination. The results in almost every school thus practised in, and tested by, periodical examinations furnish another illustration of the truth of the adage, "Knowledge is power," or as Solomon has it, "The wise man (or boy) is strong."

Syllabification and punctuation.

Other subjects that require more attention than they have yet received are the proper syllabification of words and the punctuation of sentences. The blunders made in the former are sometimes very glaring and offensive, words of one syllable

being often divided, and polysyllabic words having part of a syllable on one line and the rest on another, thus:—*Worl-d, mu-ch, circu-mstance, quietn-ess.* As regards punctuation we have often abundant proof that many children in the higher standards have not learned even that every sentence begins with a capital letter. These are matters which I fancy need only to be pointed out to lead to correction. Frequent practice in *transcribing*, with a careful correction of the errors made, would, I believe, soon banish such blundering work from a school.

Arithmetic.

It is gratifying to see the important subject of arithmetic occupying a higher position, evidently receiving more attention than formerly and at an earlier stage of the child's school life. Still it deserves to be noticed that comparatively few attempt questions a little out of the beaten track, and requiring a little independent thought. I often give a question (optional) of this kind in Standard IV., V., and VI., and in the majority of cases it is not attempted; and when attempted it is not unfrequently quite wrong. Such questions should be frequently given to the scholars, and would form, in my opinion, very good home exercises.

Mental arithmetic and notation.

I am inclined to think also that too little attention is given to the subject of mental arithmetic, and, to repeat what I have said before, that notation continues to be a fertile source of failures in arithmetic in not a few of the schools.

Higher subjects.

Generally best when Revised Code work is best, and vice versâ.

In regard to the (so-called) higher branches I have no reason to think they have fallen off to any appreciable extent in the schools of my district. As a general rule I find them best taught where the work of the Revised Code is best done, and *vice versâ*. Grammar is still the least satisfactory of these subjects, being yet taught in many of the schools in an unnatural and repulsive style. I have met in a number of schools with very creditable specimens of English composition, and with good work in the higher rules of arithmetic. The Minute of the 20th February 1867 (which, however, does not apply to Scotland) by virtually introducing a 7th Standard and by its provisions otherwise encourages, by substantial rewards, satisfactory instruction in these subjects beyond the ordinary range of the Revised Code.

This Minute virtually meets one of the modifications on the Revised Code which several inspectors had suggested in their reports. In regard to the other suggestions I ventured to make in my last report, I incline now to leave the requirements of the 1st Standard as they are, but to *raise the age from 6 years to 7 years.* I continue in the opinion and practice I reported two years ago, as to the multiplication table in Standard II.

Classics, &c.

In some schools I have met with some fair pupils in classics, especially Latin, and in mathematics, and French. In Inver-

ness High School I had the pleasure of hearing a scholarly examination of a class in Virgil by one of the masters, a graduate of the University of Aberdeen.

Pupil-teachers. Examination in these higher subjects is, of necessity, as yet almost entirely oral, the amount of work and often the shortness of the day rendering it impossible to have a written examination, which is always the most testing and satisfactory.

While the supply of girls, suitable enough in all respects for pupil-teachers, continues to be sufficient and more, there is in many localities a great difficulty, an impossibility almost, of getting candidates of the other sex at all equal to what they used to be in former years. While recent educational changes have no doubt had some influence in producing this result, I attribute it mainly to the fact that in these localities the school cannot successfully compete with the labour market. Whether the Minute of 20th February 1867 will work any improvement in this direction yet remains to be seen. But for the sake of obtaining for the future a supply of well qualified respectable students for our normal schools, and eventually of properly trained teachers, it is earnestly to be hoped that it will tend to increase the number of clever, steady, and eligible candidates. At the last collective examination of pupil-teachers and candidates which I held in Aberdeen, there was a marked increase in the number of male candidates.

Revised Code. While I have objections to some of the financial features of the Revised Code, I continue to retain my opinion of the decided superiority of the Revised Code examination over the previous plan of general inspection for testing the value of the work done in the common school. Indeed written examinations may now be said to have received the stamp of public approval, as the best, if not the only safe, mode of testing educational acquirements.

We are, it would appear, on the eve of an attempt to pass through Parliament an Education Bill for Scotland. It is to be hoped that we may succeed in obtaining a good comprehensive system, free from any denominational bias, and fully adapted to the wants and the wishes of the country,—in short, a really national system. While certain features of the Revised Code are alien to the spirit and practice of Scottish education hitherto, there are other features in it of the highest practical value. While the one set are discarded, the other will I trust be retained.

I have the honour to be, &c.

JAMES SCOUGAL.

To the Right Honourable
The Lords of the Committee of Council on Education

GENERAL REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH SCHOOLS *inspected by him in* SCOTLAND.

MY LORDS,

I HAVE the honour to present my general report for the year ending August 31st, 1867.

The year just concluded has presented no very new feature as to the progress of primary education among the episcopal schools of Scotland. The schools which have been visited by me for several consecutive years past have been once more revisited, and it is gratifying to me to be able to remark that with very few exceptions indeed they are being conducted with vigour and efficiency, and are producing very satisfactory results.

Condition of schools much the same as in last year.

Schools generally in prosperous condition.

So few changes having occurred in my district, either in the number of schools or in the manner of managing them, my report must necessarily be brief, and can present but little variety when compared with that of the preceding year. In my last report I had the honour of submitting to your Lordships a somewhat detailed statement of the condition of education as it existed in each of the dioceses of the Scottish Episcopal Church; a similar distribution of the particulars of my present report may be dispensed with on the present occasion; it may be taken up with advantage at a future time.

I now beg to submit a few remarks on subjects common to the schools of my entire district, and in the first place to some of those on which I had occasion to address your Lordships in my last report.

General remarks.

PUPIL-TEACHERS.

The general condition of pupil-teachers seems to have been on the whole more satisfactory than in former years. The numbers examined and present in the schools were one hundred and sixty-nine.

General improvement of pupil-teachers.

It has happened to me, I regret to say, on the two or three last occasions of presenting my annual reports that I have been called upon, and especially my last one, to animadvert somewhat severely, not I trust with undue harshness, on the defects of the pupil-teachers, and on the want in many cases of a proper amount of vigilant supervision on the part of the managers, as well as inattention to them on that of their teachers. It is always, I think, the best and most useful plan to dwell, not however censoriously or in the spirit of fault-finding, on anything calling for improvement, and not to make vague general statements of what may appear satisfactory. I still must continue to think that there ought to be more accuracy in the examination of the pupil-teachers, especially of

Last year not so good.

Deficiency in grammar and composition.

the males; their productions in grammar and composition are very greatly below par, and this is undoubtedly the weak point with them. With the proficiency, however, shown by them in their other studies, and with the performance of their work among their classes, I am glad to record a very general improvement.

Religious Knowledge.

Great attention by clergy to this subject.

A most careful and vigilant supervision of the religious instruction, and the constant personal teaching of scriptural truth on the part of the clergy, strongly mark the present period; more so I think than formerly. The prominence and efficiency of the religious training, especially of the higher classes of the elementary schools, are fully sustained, and in the lower classes I observe no diminution of sound and judicious teaching.

Reading.

Varies much, but on the whole better.

The reading varies much in my district; generally it is much more accurate than it used to be, but still it is very far from being sufficiently distinct. Poetry I seldom find to be read well.

Writing and Dictation.

Improved.

Writing and dictation maintain their position equally with the reading, and are better than the arithmetic.

Arithmetic.

Comparison of failures in reading, writing, and arithmetic.

Good in upper classes of boys.

Defective in lower classes in girls' schools.

The results of examination in arithmetic continue to betray some deficiency in that subject of instruction. The failures in arithmetic amount to about 17 per cent., those in reading and writing to 9 and 11 respectively. The upper classes are generally very fairly taught, and in many boys' schools instruction is given far in advance of the Revised Code. It is in the girls' schools and in the lower classes that the chief deficiency is found. On the whole, however, there is some improvement.

Registers.

Registers generally good.

Both in the kinds of registers as well as in the modes of keeping them there is a considerable improvement. Those chiefly in use are Martin's, Binns', Thackrah's, and the Durham; these do not vary in any essential particular; in the large majority of schools they appear to be kept with regularity and honesty.

Log Book.

Not yet generally up to the mark.

The log book appears to be better understood than formerly, the entries being made in a fairly methodical, useful, and thoughtful manner in the best schools; in some, however, there might be much more variety; others are distinguished

by an entire monotony and an absence of all profitable information. I trust to see in another year fewer entries of the extremely vague and imperfect forms that have met my eyes for some time past.

Form IX. and Examination Schedules.

Suggestions to managers and teachers as to better preparation for inspector's visit.

I would also record my great desire that in order to enable the inspector on his arrival at a school to proceed at once to his work of examination, the form IX. should be carefully filled up and signed by the managers and others concerned; and that the managers and the teachers should on the same occasion give their attention to several little points of detail of which I have at times had to complain, such as the want of signatures to the examination schedule, names wrongly entered in the several columns, want of pens and paper for the use of the upper standards, and of slates and pencils for the lower ones. The Revised Code is now no longer new, and too many instances of this oversight have occurred to permit me to remain longer silent on the subject.

A brief notice may suffice for the other branches of education beyond reading, writing, and arithmetic.

Geography, Grammar, History.

Well attended to in good schools.

In all the best schools of my district geography, grammar, and history continue to be taught, generally with great efficiency and success, the character and reputation of these schools depending greatly on the care and attention bestowed on these higher branches of instruction.

Generally set aside in rural schools in favour of the three "R's."

In small schools situated in less favourable districts, and where attendance is necessarily somewhat less regular, these branches are placed more or less in the background in favour of studies of far more importance in these cases than a partial smattering of other subjects of much less vital importance.

Needlework, Music, Drawing.

In greatly improved condition.

Needlework of the plainest, most useful, and practical kind, darning and mending, I always look for, and in this branch of female education the results are highly satisfactory in the opinion of the several ladies who oblige me by a careful scrutiny of the specimens laid before them.

Ought to be more generally taught.

Music continues, I regret to say, not to receive the attention it deserves; its importance is by no means so generally felt as could be wished, and some mode, more or less efficient, of teaching it might be found, I should hope, in every school.

Taught in a few schools.

Drawing is fairly taught in a few of the schools with varying results; these on the whole are satisfactory.

School Buildings.

In excellent condition.

These almost universally are in substantial and good condition, well built, in some cases with considerable

architectural pretensions, with rooms airy, commodious, and well ventilated.

School Apparatus.

Very satisfactory.

The school furniture is also in most cases ample and well adapted to the requirements; parallel desks have in most instances superseded desks facing the walls; maps, pictures, &c. &c., adorning the walls, and the general arrangement being orderly and pleasing.

Comparative tables.

I subjoin two tables for the years 1866 and 1867, in the first of which the comparative numbers of schools, of teachers and assistants, of pupil-teachers, and of scholars may be seen; in the second, the per-centages of passes with the general per-centages.

Table I.

——	Schools.	Teachers, &c.	Pupil-teachers.	Scholars.
1866 - -	117	154	147	11,386
1867 - -	119	150	169	11,711

Table II.

——	Per-centages of Passes in			General Per-centages.
	Reading.	Writing.	Arithmetic.	
1866 - -	92	80	82	88
1867 - -	91·86	89	83·46	88·04

Results.

Table I. exhibits the following results, viz., an increase of two in the number of schools, decrease of four of teachers, &c., increase of 22 of pupil-teachers, and an increase of 325 of scholars.

Table II. shows a great increase of passes in writing, a small increase in arithmetic, and a small decrease in reading.

Conclusion.

With these remarks I conclude my report, feeling happy in being able to report to your Lordships that the progress of elementary education among the episcopal schools of Scotland continues to be encouraging and satisfactory.

I have the honour to be, &c.

T. Wilkinson.

To the Right Honourable
the Lords of the Committee of Council on Education.

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NORMAL SCHOOLS.

List of Normal Schools under Inspection.

Name of Normal School.	Name and Address of Correspondent.
Normal Schools for Masters only. (15.)	
Bangor (Brit. and For. School Society's) -	Rev. D. Rowlands, Bangor.
Battersea (National Society's) - -	Rev. E. Daniel, Battersea, London, S.W.
Borough Road (British & Foreign School Society's).	Alfred Bourne, Esq., Borough Road, London, S.E.
Carmarthen (National Society's) -	Rev. E. B. Biddick, Carmarthen.
Carnarvon (Church of England) -	Rev. J. S. Boucher, Carnarvon.
Chelsea, St. Mark's (National Society's)	Rev. J. G. Cromwell, St. Mark's Training School, Chelsea, London, S.W.
Chester (Diocesan) - - -	Rev. Arthur Rigg, Chester.
Culham (Oxford Diocesan) - -	Rev. J. Ridgway, Culham, Abingdon.
Durham (Diocesan) - - -	Rev. A. R. Ashwell, Training School, Durham.
Exeter (Diocesan) - - -	Rev. W. David, Exeter.
Hammersmith, St. Mary's (Roman Catholic).	Rev. J. B. Rowe, Brook Green House, Hammersmith, London, W.
Peterborough (Church of England) -	Rev. C. Daymond, Peterborough.
Saltley, nr. Birmingham (Worcester Dioc.)	Rev. W. Gover, Saltley, Birmingham.
Winchester (Diocesan) - - -	Rev. T. Bacon, Kingsworthy, Winchester.
York and Ripon (Diocesan) - -	Rev. G. Rowe, York.
Normal Schools for Mistresses only. (16.)	
Bishop Stortford (Rochester Diocesan)	Rev. A. H. Blunt, Bishop Stortford.
Brighton (Chichester Diocesan) - -	Rev. H. H. Wyatt, 84, Montpelier Road, Brighton.
Bristol, Gloucester, & Oxford (Dioc.)	Rev. W. Smith, Fishponds, Bristol.
Derby (Lichfield Diocesan) - -	Rev. Canon Latham, Little Eaton, Derby.
Durham (Diocesan) - - -	Rev. W. H. Walter, Durham.
Edinburgh, Lochrin House (Scot. Epis.) -	Rev. C. Smith, Edinburgh.
Gray's Inn Road (Home and Colonial School Society's).	J. S. Reynolds, Esq., Gray's Inn Road, London, W.C.
Lincoln (Diocesan) - - -	Rev. Hector Nelson, Lincoln.
Liverpool Roman Catholic - -	The Principal, Roman Catholic Training School, 96, Mount Pleasant, Liverpool.
Norwich (Diocesan) - - -	Rev. W. C. Davie, Norwich.
Ripon (York and Ripon Diocesan) -	Rev. E. B. Badcock, Ripon.
Salisbury (Diocesan) - - -	Rev. W. D. Morrice, Longbridge-Deverill, Warminster.
Stockwell (British and Foreign School Society's).	Alfred Bourne, Esq., Borough Road, London, S.E.
Truro (Exeter Diocesan) -	C. Barham, Esq., Truro.
Warrington (Chester Diocesan) - -	The Very Rev. The Dean of Chester, the Deanery, Chester.
Whitelands (National Society's) -	Rev. Harry Baber, Whitelands House, Chelsea, London, S.W.
Normal Schools for both Masters and Mistresses. (6.)	
Cheltenham (Church of England) -	Rev. R. M. Chamney, Cheltenham.
Edinburgh, Castle Hill Terrace (Church of Scotland).	S. S. Laurie, Esq., 22, Queen Street, Edinburgh.
Edinburgh, Moray House (Free Church)	W. Gray, Esq., Free Church Educational Committee, Edinburgh.
Glasgow, Dundas Vale (Ch. of Scotland)	J. Leitch, Esq., Normal School, Dundas Vale, Glasgow.
Glasgow (Free Church) - - -	W. Kidston, Esq., Free Church Normal School, Glasgow.
Westminster (Wesleyan) - -	Rev. W. G. Olver, Wesl. Training Sch., Horseferry Rd., Westminster, London, S.W.

(No. 1.) (No. 1.)

STATEMENT of GRANTS awarded to NORMAL SCHOOLS (with Amount subscribed by Promoters, and Total Cost on account of—(1.) Building, Enlargement, or Improvement (see Table No. 4, *Note**, p. xxv, *supra*). (2.) Books, Maps, Diagrams, and Scientific Apparatus. (3.) STUDENTS examined and passed; QUEEN'S SCHOLARS; CERTIFICATED ASSISTANTS; LECTURERS; GRANTS under ARTICLE 102† of REVISED CODE; and GENERAL EXPENSES between Years 1839 and 1867, inclusive.

NORMAL SCHOOLS.	BUILDING, ENLARGEMENT, OR IMPROVEMENT.				BOOKS, MAPS, DIAGRAMS, AND SCIENTIFIC APPARATUS.			AMOUNT GRANTED ON ACCOUNT OF						Total Amount Granted.
	Amount Granted.	Dates of Payment.	Amount Subscribed.	Total Cost.	Amount Granted.	Amount Subscribed.*	Total Cost.	Students.	Queen's Scholars (including Personal Allowances).	Certificated Assistants.	Lecturers.	Article 102b.	General Expenses.‡	
CHURCH OF ENGLAND.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cheltenham, *Male*	4,500 0 0	1850, 1853	12,497 8 6	17,397 9 6	378 17 3½	426 6 2½	805 4 6	12,321 10 6	20,465 0 0	369 15 0	1,923 0 0	18,906 17 4	– –	53,971 1 10
" *Female*								7,084 0 0	10,220 1 0	425 0 0	– –	2,491 20 4		
Highbury (Metropolitan), *Male*	4,860 15 0	1850, 1854, 1857	14,259 6 3	19,780 1 3	259 19 6½	401 2 7½	786 2 7½	10,742 0 0	17,561 3 6	463 15 8	1,631 0 0	6,225 1 9	– –	36,923 14 11
Peterborough, *Male*	2,000 0 0	1854	4,140 15 10	6,140 15 10	214 0 0	41 2 6	255 2 6	5,214 0 0	6,992 16 0	154 13 0	221 0 0	6,125 13 6	– –	13,608 2 6
Battersea, *Male*	3,730 0 0	1840, '47, '52, '54	4,124 13 6	7,854 13 6	264 15 6½	413 10 6½	678 6 1	20,218 0 0	25,807 13 0	541 15 0	632 0 0	13,686 3 5	– –	60,885 11 11
NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Male*	5,195 13 5	1843, 1855, 1859	16,362 1 7	24,754 17 0	252 14 6	1,000 0 0	1,252 14 6	17,891 0 0	21,623 5 0	379 0 0	1,731 0 0	16,740 17 0	– –	58,413 17 11
Whitelands, *Female*	4,779 0 0	1855, 1859	5,801 7 3	10,631 7 3	67 10 1½	36 14 6	104 4 7½	14,861 13 4	19,046 13 4	301 10 0	373 0 0	13,146 18 0	– –	48,329 6 8
Carmarthen, *Male*	4,845 0 0	1846, 1849, 1851	9,155 13 11	14,000 13 11	14 18 0	29 11 3	44 9 3	6,402 0 0	1,031 0 0	252 15 3	472 0 0	6,481 17 9	– –	29,184 11 20
Bishop's Stortford (Rochester), *Female*	2,724 0 0	1854	6,283 7 0	11,007 7 0	183 5 0	41 5 2	224 10 2	7,759 0 0	– –	161 13 4	– –	6,098 9 2	– –	20,071 12 2
Brighton (Chichester), *Female*	7,000 0 0	1853	6,369 3 6	6,369 3 6	52 10 0	– –	52 10 0	2,804 12 4	4,833 2 4	224 0 0	– –	4,474 11 2	– –	14,423 17 11
Bristol (Gloucester and Bristol, and Oxford) *Female*	5,275 0 0	1854, 1857, 1860	19,728 19 5	25,003 19 5	139 7 1	101 9 10½	240 16 11½	4,845 13 4	8,676 2 0	254 0 0	– –	8,387 15 10	– –	25,363 10 10½
Carnarvon, *Male*	2,150 0 0	1858	5,307 19 10	5,307 19 10	179 14 1	101 9 2	281 3 3	3,010 13 4	5,000 0 0	125 13 0	472 0 0	5,166 14 1	– –	13,774 9 8
Chester, *Male*	2,702 6 8	1845, '53, '55, '58	7,378 1 10	11,708 8 6	57 6 4	27 6 6	84 13 10	2,646 13 4	3,649 13 4	125 19 4	250 0 0	5,227 15 0	– –	21,302 4 4
Chichester, *Male*	1,171 0 0	1851, 1854	2,740 1 10	4,251 1 10	88 9 6	33 11 6	122 1 0	2,317 0 0	4,262 0 0	– –	– –	1,608 8 0	– –	9,284 11 12
Culham (Oxford), *Male*	6,000 0 0	1852	12,330 4 0	20,228 4 0	93 13 1	89 5 7	183 18 8	6,084 0 0	11,049 13 0	314 13 0	373 0 0	7,899 2 0	– –	32,324 12 2
Derby (Lichfield), *Female*	2,250 0 0	1852	4,099 2 9	6,349 2 9	11 15 11½	33 7 1	45 3 0½	2,586 0 0	3,599 1 8	461 0 0	– –	6,515 3 8	– –	13,413 6 6½
DIOCESAN, at Durham, *Male*	2,800 13 0	1847, '54, '57, '59	4,822 10 11½	6,923 3 11½	38 19 3½	24 17 8	63 16 11½	6,261 0 0	9,247 5 6	79 0 0	373 0 0	5,638 11 3	– –	27,732 14 4½
" *Female*	2,045 0 0	1856	3,859 13 8	6,359 13 8	79 5 6	34 11 7	113 17 1	1,959 10 4	3,256 3 4	– –	– –	4,260 0 0	– –	12,729 1 5
Exeter, *Male*	2,000 0 0	1854	7,607 3 9	9,607 3 9	77 18 6½	44 6 6	122 5 0½	5,625 0 0	8,861 13 0	– –	– –	5,051 19 2	– –	19,538 18 0½
Lincoln, *Female*	– –	– –	– –	– –	– –	– –	– –	400 13 4	1,433 19 0	33 0 0	– –	2,105 18 1	– –	3,972 1 5
Norwich, *Female*	1,264 10 0	1854, 1855, 1860	2,427 12 5	3,727 2 5	4 7 6½	8 4 10	12 12 4½	1,092 0 0	1,990 10 0	292 5 4	– –	4,339 3 1	– –	14,370 6 10½
Salisbury *Female*	2,200 0 0	1852	6,372 16 10	8,572 16 10	52 14 0	126 1 10	178 15 10	6,547 6 6	6,515 13 4	292 0 0	373 0 0	5,245 2 2	– –	25,551 4 6
Saltley (Worcester), *Male*	6,353 8 2	1853, 1858, 1859	10,964 15 5	16,318 3 7	173 1 7½	247 15 5	421 0 0½	7,362 10 0	12,451 19 6	250 4 2	626 0 0	13,230 12 9	– –	39,911 12 11½
Truro (Exeter), *Female*	1,300 0 0	1859	1,080 0 0	2,380 0 0	– –	– –	– –	1,080 0 0	1,080 0 0	– –	– –	2,000 0 0	– –	7,080 0 0
Warrington (Chester), *Female*	2,500 0 0	1854, 1858	2,380 19 0	4,880 19 0	2 0 6½	1 10 0	3 10 6½	2,004 0 0	3,004 0 0	174 0 0	– –	2,000 18 2	– –	20,749 8 8
Winchester, *Male*	2,000 0 0	1862	7,234 1 11	9,234 1 11	3 0 6	19 13 4	22 13 10	6,334 15 4	10,992 15 0	208 0 0	– –	7,501 13 2	– –	25,737 8 6
York (York and Ripon), *Male*	4,975 0 0	1845, 1859	7,598 15 2	12,573 15 2	45 6 10	29 10 6	75 17 4	5,074 0 0	8,232 2 6	15 0 0	171 0 0	5,062 0 2	– –	18,555 2 8
Ripon " *Female*	2,472 0 0	1862	4,872 9 9	9,347 9 9	121 10 6½	247 1 6	370 12 0½	10,666 10 0	14,859 12 6	460 12 0	1,251 15 4	6,493 4 8	– –	34,724 14 2
BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*	2,152 7 6	1842, 1858	14,556 13 3	21,649 2 9	– –	– –	– –	2,029 9 8	4,691 11 0	109 8 0	– –	4,693 4 8	– –	11,524 13 4
" " " *Female*					2 6 8	12 13 1	15 0 1	10,000 16 6	16,394 12 4	257 2 0	1,856 0 0	11,672 1 1		41,224 7 4
" " " at Stockwell, Surrey, *Female*	3,216 0 0	1851	14,556 14 4	19,474 14 4	130 0 0½	140 7 5	270 7 5½	5,000 0 0	8,240 7 6	92 0 0	– –	– –		
" " " at Bangor, *Male*	2,000 0 0	1852	9,340 0 0	11,340 0 0	– –	– –	– –	1,800 0 8	4,000 10 0	100 0 0	– –	7,340 14 7	– –	24,827 11 3
WESLEYAN, in Horseferry Road, Westminster, *Male*	5,040 19 0	1842, 1856	33,391 9 2	51,131 9 2	35 10 0	41 6 7	76 16 7	2,009 0 0	3,775 10 0	– –	– –	5,051 19 8	– –	8,312 9 3
" " *Female*					220 17 1½	366 2 6	586 19 7½	5,711 9 0	14,031 0 0	228 0 0	1,650 0 0	13,206 15 1	– –	37,207 17 9
HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female*	6,000 0 0	1852	1,000 0 0	7,000 0 0	12 0 0	238 0 0	250 0 0	5,651 6 8	6,125 0 8	– –	– –	– –	– –	11,776 7 4
ROMAN CATHOLIC, at Hammersmith, *Male*	3,900 0 0	1852, 1854	9,620 0 0	17,520 0 0	11 0 0	29 13 5	40 13 5	15,180 0 0	19,802 13 4	439 2 0	373 0 0	15,000 6 7	– –	57,246 6 11½
St. Leonard's-on-Sea, *Female*	– –	– –	– –	– –	19 0 0	6 16 9	25 16 9	– –	– –	– –	– –	– –	– –	– –
Liverpool, Mount Pleasant, *Female*	– –	– –	– –	– –	9 4 8	26 12 4	35 16 0	3,678 0 0	6,033 5 0	250 12 0	– –	4,661 19 6	– –	16,641 0 0
CHURCH OF SCOTLAND, at Edinburgh, *Male*	6,255 0 0	1846, 1850, 1857	4,730 4 7½	9,704 4 7½	29 15 3	61 15 10	91 10 1	3,304 12 4	5,242 15 0	208 6 0	– –	6,022 0 0	– –	20,777 5 5
Glasgow, *Male*	7,591 9 0	1846, 1850, 1858	9,809 2 2	17,400 11 2	156 19 4	156 19 11	313 18 3	6,249 13 4	7,313 12 4	174 5 4	– –	6,895 9 11	– –	20,827 10 11
" *Female*	– –	– –	– –	– –	76 16 1	33 11 11½	110 7 0½	10 13 6	13,597 3 8	– –	1,156 9 8	13,262 0 0	– –	39,229 14 11
FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*	4,495 10 0	1849, 1857, 1859	7,569 11 0	11,865 1 0	192 18 9	121 3 7	314 2 4	6,263 16 0	13,740 2 6	158 3 0	472 0 0	11,029 13 4	– –	43,697 14 1
" *Female*	– –	– –	– –	– –	144 17 10½	93 0 4	238 17 2½	4,157 5 6	6,681 0 8	– –	– –	– –	– –	– –
Glasgow, *Male*	5,000 0 0	1848	7,708 7 6	12,708 7 6	369 0 4	252 17 7½	621 18 0½	13,745 6 8	20,405 10 0	342 10 0	1,256 0 0	12,975 19 7	– –	73,712 0 4½
" *Female*	– –	– –	– –	– –	34 15 6	134 15 9½	169 11 3½	7,243 8 6	9,168 8 4	52 0 0	– –	– –	– –	– –
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Miss Rose), *Male*	– –	– –	– –	– –	66 5 10½	108 11 10	174 17 8½	8,261 0 0	13,001 10 0	39 19 7	1,272 0 0	10,116 13 4	– –	32,502 13 04
NATIONAL SCHOOL SOCIETY	– –	– –	– –	– –	62 8 1	130 4 1	192 12 2	6,187 17 6	5,011 16 8	– –	– –	– –	– –	– –
BRITISH AND FOREIGN SCHOOL SOCIETY	– –	– –	– –	– –	– –	– –	– –	– –	– –	– –	– –	– –	Ripon £ s. d.	20,000 0 0
CHURCH OF SCOTLAND	– –	– –	– –	– –	– –	– –	– –	– –	– –	– –	– –	– –	Truro 0 0 0	15,000 0 0
													Ripon 0 0 0	13,250 0 0
Total	137,367 5 9	– – –	338,310 0 0½	445,267 3 9½	5,250 13 6½	5,018 14 5½	9,269 7 10½	313,148 6 1	486,032 13 2	10,228 7 6	18,356 13 4	290,962 0 11	47,251 0 0	1,277,028 1 0½

* Only such subscriptions appear here as have been raised to meet Government Grants. A much larger sum has been expended upon items under this head to which Government Grants have not extended.

† Grants for Scientific Apparatus. ‡ Grants on account of Scholars holding Exhibitions. § Under arrangements antecedent to 1846, and not extended to other classes of schools.

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

	NORMAL SCHOOL.	Number of Officers. In College (including Principal).	Number of Officers. In Practising School* (exclusive of Pupil-teachers).	Number denoting College on opposite Page.
CHURCH OF ENGLAND	Cheltenham, *Male*	7	1	1
	" *Female*	7	2	
	Peterborough, *Male*	2	1	2
	NATIONAL SOCIETY'S, at Battersea, *Male*	12	1	3
	Chelsea, St. Mark's, *Male*	8	3	4
	Whitelands, *Female*	8	4	5
	Carmarthen, *Male*	7	1	6
	DIOCESAN, at Bishop's Stortford (Rochester), *Female*	6	2	7
	Brighton (Chichester), *Female*	7	2	8
	Fishponds (Gloucester and Bristol and Oxford), *Female*	8	2	9
	Carnarvon, *Male*	6	1	10
	Chester, *Male*	6	1	11
	Culham (Oxford), *Male*	6	1	12
	Derby (Lichfield), *Female*	6	2	13
	Durham, *Male*	4	1	14
	" *Female*	6	2	15
	Exeter, *Male*	7	1	16
	Lincoln, *Female*	5	1	17
	Norwich, *Female*	6	2	18
	Salisbury, *Female*	7	1	19
	Saltley (Worcester), *Male*	7	1	20
	Truro (Exeter), *Female*	6	2	21
	Warrington (Chester), *Female*	9	2	22
	Winchester, *Male*	5	1	23
	York (York and Ripon), *Male*	6	1	24
	Ripon " *Female*	7	1	25
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*	6	1	26
	" " at Stockwell, Surrey, *Female*	7	2	27
	" " at Bangor, *Male*	5	1	28
	WESLEYAN, in Horseferry Road, Westminster, *Male*	12	5	29
	" " " *Female*			
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female*	15	2	30
	ROMAN CATHOLIC, at Hammersmith, *Male*	6	1	31
	Liverpool, Mount Pleasant, *Female*	10	1	32
	CHURCH OF SCOTLAND, at Edinburgh, *Male*	8	1	33
	" *Female*			
	Glasgow, *Male*	6	4	34
	" *Female*			
	FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*	11	1	35
	" *Female*			
	Glasgow, *Male*	9	4	36
	" *Female*			
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Lochrin House), *Male*	Discontinued.		37
	Edinburgh (Lauriston House), *Female*	5	—	38
	Total	271	33	

* In cases where the teachers of the Practising School are also teachers of method in the Normal School they are included in the staff of the latter.

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

Number denoting College on opposite Page.	Number of Students resident in February 1867. Students admitted pursuant to Article 107.	Others.	Total.	Number who quitted the College at end of 1867.	Number of new Admissions in 1868.	Number of Students resident in February 1868.	Number of Students accommodated (Article 102[1]).
1	53	3	62	30	37	65	106
	58	1	58	30	33	59	59
2	32	1	33	16	12	29	46
3	81	1	82	39	38	80	107
4	100	1	100	52	41	89	106
5	104	1	106	51	56	107	109
6	31	4	35	17	6	18	60
7	37	1	37	30	30	37	37
8	46	1	46	24	24	46	49
9	79	1	79	39	32	69	80
10	25	2	27	9	16	20	43
11	5	1	6	2	10	13	70
12	38	11	49	24	19	39	100
13	42	1	42	20	21	42	42
14	31	3	34	11	11	30	32
15	31	5	36	19	17	29	46
16	31	3	34	13	9	28	48
17	40	1	40	22	22	40	40
18	39	1	39	19	19	40	40
19	62	1	63	33	21	49	67
20	73	3	76	42	22	52	125
21	28	2	30	13	13	25	34
22	98	1	99	52	51	97	102
23	23	4	27	13	17	30	56
24	39	1	40	16	16	40	80
25	55	2	57	22	23	58	63
26	63	—	63	34	43	69	100
27	103	1	103	53	32	102	102
28	26	8	34	14	19	39	41
29	70	1	70	36	32	62	72
	56	1	57	32	28	54	60
30	140	1	140	74	75	140	140
31	15	1	15	9	28	34	70
32	72	1	72	35	31	67	73
33	49	6	55	26	37	62	102
	49	1	49	21	28	54	103
34	49	1	49	24	30	54	86
	46	4	50	29	30	55	65
35	42	6	48	21	25	45	104
	60	18	78	33	40	66	92
36	33	7	39	23	29	33	95
	44	26	70	25	35	60	93
37	6	—	6	6	Discontinued.	—	—
38	6	—	6	1	14	19	20
	2,237	125	2,389	1,147	1,172	2,237	3,295

No. 3.—Table showing the Income and Expenditure of Normal Schools, in the Year ending 31st December 1867.

Normal School	Income (Amount actually received during the Year). 1. Grants from the Committee of Council on Education.	2. Proceeds of Land or Capital Sums. a. Inalienable from the College by Law.	2. b. Alienable from the College at Discretion.	3. Subscriptions and Donations. a. From Individuals.	3. b. From Diocesan Boards and other Charitable Bodies.	4. Fees of Students. a. Paid by themselves or their Relatives.	4. b. Paid by Private Patrons.	5. Exhibitions. a. Permanently established.	5. b. This Year, but not sure to be renewed.	6. Collections in Churches and Chapels.	7. Received from Students for Books sold to them.	8. Received from other Sources.	9. Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Church of England: Cheltenham, *Male*	2,544 13 11	286 12 6	- - -	330 8 4	- - -	501 0 0	- - -	- - -	- - -	- - -	21 17 1	44 6 9	3,507 16 7
Cheltenham, *Female*	1,887 3 4	37 6 10	- - -	65 19 0	- - -	278 0 0	- - -	- - -	- - -	- - -	8 15 1	9 14 2	1,967 18 5
Peterborough	1,502 18 11	- - -	- - -	414 7 0	144 5 0	115 0 0	- - -	- - -	- - -	16 4 6	- - -	- - -	2,207 15 5
National Society's, at Battersea	3,427 0 9	- - -	- - -	212 10 0	500 0 0	413 10 0	- - -	- - -	- - -	- - -	138 0 9	- - -	4,693 2 6
National Society's, at Chelsea, St. Mark's	3,723 6 8	15 0 0	34 8 4	235 2 7	1,419 11 0	480 0 0	- - -	- - -	- - -	- - -	111 5 4	†160 16 11	6,179 10 10
National Society's, at Whitelands	2,914 10 1	- - -	160 17 8	96 12 6	437 19 0	205 0 0	- - -	- - -	- - -	- - -	73 12 11	{ 3 14 3 †253 18 7 }	4,207 16 0
National Society's, at Carmarthen	1,164 2 11	- - -	- - -	190 9 0	693 18 7	160 10 0	- - -	- - -	- - -	- - -	- - -	- - -	2,142 0 6
Diocesan, at Bishop'sStortford(Rochester)	1,629 11 8	- - -	9 16 8	642 8 9	- - -	187 0 0	- - -	- - -	- - -	- - -	38 13 1	- - -	2,427 9 5
Diocesan, at Brighton (Chichester)	1,209 14 5	- - -	- - -	149 9 11	75 0 0	151 0 0	- - -	- - -	- - -	- - -	24 3 0	- - -	1,709 7 4
Diocesan, at Bristol (Gloucester and Bristol, and Oxford)	1,593 7 4	11 12 6	97 16 7	231 13 0	- - -	215 4 0	- - -	- - -	- - -	- - -	30 5 6	- - -	2,183 8 11
Diocesan, at Carnarvon	1,003 17 11	- - -	- - -	57 0 6	200 0 0	61 14 0	- - -	- - -	- - -	- - -	25 14 8	- - -	1,439 7 1
Diocesan, at Chester	272 5 0	- - -	0 9 1	- - -	467 4 7	15 6 0	- - -	25 0 0	12 10 0	- - -	4 2 6	- - -	796 18 2
Diocesan, at Culham (Oxford)	1,723 4 11	- - -	- - -	- - -	333 15 6	125 4 6	- - -	- - -	200 0 0	- - -	52 2 4	- - -	2,534 10 5
Diocesan, at Derby (Lichfield)	1,103 1 5	- - -	- - -	240 0 0	56 9 6	54 10 0	- - -	10 0 0	- - -	- - -	39 16 0	- - -	1,299 12 5
Diocesan, at Durham, *Male*	1,442 14 3	33 14 2	- - -	290 4 0	101 16 0	183 10 6	- - -	- - -	- - -	- - -	8 6 5	121 12 7	2,080 11 11
Diocesan, at Durham, *Female*	1,128 5 0	17 2 6	- - -	315 14 0	29 9 0	173 14 9	- - -	- - -	- - -	- - -	- - -	- - -	1,621 16 0
Diocesan, at Exeter	1,250 19 2	- - -	- - -	305 4 0	69 14 9	110 8 0	- - -	- - -	- - -	16 13 4	5 12 5	{ †1 18 6 6 9 3 }	1,731 3 6
Diocesan, at Lincoln	920 4 8	400 0 0	- - -	5 5 0	- - -	- - -	- - -	- - -	12 12 0	1 13 8	37 14 0	- - -	1,451 9 4
Diocesan, at Norwich	1,071 18 9	- - -	5 8 8	202 14 0	29 18 0	- - -	- - -	- - -	- - -	- - -	34 14 9	- - -	1,355 6 2
Diocesan, at Salisbury	1,344 8 3	- - -	- - -	- - -	228 0 8	- - -	- - -	- - -	- - -	- - -	43 15 8	- - -	1,616 0 1
Diocesan, at Saltley (Worcester)	3,092 19 3	- - -	- - -	495 5 6	412 15 0	177 18 0	- - -	- - -	- - -	- - -	43 6 11	- - -	4,729 9 10
Diocesan, at Truro (Exeter)	624 5 1	- - -	- - -	80 16 9	48 9 6	122 0 0	- - -	- - -	10 0 0	- - -	42 6 11	- - -	926 7 7
Diocesan, at Warrington (Chester)	2,145 11 8	10 0 0	- - -	- - -	249 12 6	132 10 0	- - -	5 0 0	- - -	- - -	3 11 6	- - -	934 2 7
Diocesan, at Winchester	961 4 2	- - -	1 10 9	- - -	602 15 6	300 0 0	- - -	- - -	- - -	- - -	19 6 3	- - -	2274 11 7
Diocesan, at York (York and Ripon), *Male*	1,804 19 6	- - -	- - -	- - -	137 18 6	258 6 8	- - -	- - -	- - -	- - -	- - -	- - -	1,507 17 1
Diocesan, at Ripon, *Female*	1,235 10 2	- - -	- - -	- - -	230 0 8	174 0 0	- - -	3 0 0	- - -	- - -	53 19 11	17 0 4	2,282 15 2
British and Foreign School Society's, in Borough Road, Southwark	2,555 2 8	- - -	- - -	848 12 9	- - -	189 5 0	- - -	25 0 0	- - -	- - -	50 15 7	{ 5 0 6 †16 19 2 }	1,773 10 0
British and Foreign School Society's, at Stockwell, Surrey	1,084 0 1	- - -	- - -	561 18 9	- - -	80 0 0	- - -	- - -	- - -	- - -	54 7 11	- - -	3,534 3 4
British and Foreign School Society's, at Bangor	919 10 6	- - -	- - -	100 0 0	- - -	150 0 0	- - -	- - -	- - -	- - -	92 11 4	- - -	2,780 0 2
Wesleyan, in Horseferry Road, Westminster	4,071 7 8	- - -	- - -	- - -	2,330 0 0	77 0 0	- - -	45 0 0	- - -	28 10 0	16 4 6	- - -	1,266 11 4
Home and Colonial School Society's, in Gray's Inn Road	4,077 12 2	- - -	- - -	903 2 1	231 15 -	84 0 0	- - -	- - -	- - -	- - -	120 12 10	- - -	6,652 0 6
Roman Catholic, at Hammersmith	804 19 8	- - -	- - -	- - -	1,193 8 6	- - -	- - -	- - -	- - -	- - -	201 5 9	- - -	3,685 18 6
Roman Catholic, at Liverpool (Mount Pleasant)	1,574 16 0	- - -	- - -	159 8 0	360 0 0	43 0 0	- - -	- - -	- - -	- - -	- - -	- - -	2,129 8 2
Total, England and Wales	58,988 19 4	836 3 6	319 7 9	7,169 14 2	10,874 3 1	192 0 0	- - -	- - -	- - -	- - -	30 18 0	9 18 0	2,537 5 6
Church of Scotland, at Edinburgh	3,654 19 1	- - -	- - -	- - -	250 0 0	2,049 16 8	78 0 0	55 0 0	255 2 0	69 1 6	1,305 7 10	253 8 1	85,525 8 11
Church of Scotland, at Glasgow	2,697 14 8	- - -	- - -	- - -	250 0 0	377 6 0	- - -	- - -	- - -	- - -	296 0 0	18 3 8	3,661 7 8
Free Church in Scotland, at Edinburgh	*2,763 0 0	- - -	- - -	- - -	84 11 10	- - -	- - -	- - -	- - -	- - -	11 15 5	{ 21 15 6 †98 11 1 }	3,029 10 1
Free Church in Scotland, at Glasgow	2,857 19 7	- - -	- - -	- - -	- - -	250 11 0	- - -	- - -	100 0 0	113 5 0	148 3 1	36 4 7	3,486 0 6
Episcopal Church in Scotland, at Edinburgh, (Lochrin House)	329 13 6	- - -	- - -	160 19 1	105 0 0	218 8 0	- - -	- - -	- - -	113 5 0	228 2 6	102 18 3	3,469 19 10
Total, Scotland	11,802 13 4	- - -	- - -	160 19 1	654 11 10	23 0 0	- - -	- - -	- - -	- - -	- - -	- - -	921 12 7
Grand total	70,791 12 8	836 3 6	319 7 9	7,330 13 3	11,528 14 11	869 5 0	- - -	- - -	160 0 0	226 7 9	394 1 9	152 12 1	14,329 8 4
						1310 1 8	78 0 0	55 0 0	255 2 0	226 6 6	1,977 9 10	700 1 2	100,324 17 3

* For three-quarters of the year

† Receipts from Practising School.

(continued)

No. 3.—Table showing the Income and Expenditure of No[illegible] Schools, in the Year ending 31st December 1867—*continued.*

| NORMAL SCHOOL. | EXPENDITURE (actually disbursed during the Year). | | |

(No. 4.)

TABLE showing how much of the COST of a STUDENT in each NORMAL SCHOOL was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1867.

	NORMAL SCHOOL.	Number of Students.	ACTUAL AMOUNT OF EXPENDITURE IN THE YEAR: Tuition and other Expenses of Instruction. I.	Board, Fuel, and other Expenses of Keep. II.	Permanent Establishment Charges, &c. III.	Total.	AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE: I.	II.	III.	Total.	PER-CENTAGE OF TOTAL EXPENSE UNDER EACH OF THE THREE HEADS: I.	II.	III.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			
FOR MASTERS ONLY.	Bangor (British and Foreign School Society's)	29	553 0 6	683 5 9	105 17 8	1,342 3 11	19 1 5	23 11 3	3 13 6	46 5 8	41·21	50·91	7·88
	Battersea (National Society's)	81	1,303 13 0	2,521 15 1	308 11 2	4,833 19 3	16 1 11	31 2 8	12 9 6	59 13 7	26·97	52·17	20·86
	Borough Road (British and Foreign School Society's)	62	1,082 1 11	1,597 16 6	868 4 11	3,548 3 4	17 9 1	25 15 5	14 0 1	57 4 7	30·50	45·03	24·47
	Carmarthen (National Society's)	35	463 6 9	879 7 9	597 16 2	1,940 10 8	13 4 9	25 2 6	17 1 7	55 8 10	23·87	45·52	30·81
	Carnarvon (Church of England)	22	514 15 9	548 4 11	165 6 9	1,228 7 5	23 8 0	24 18 5	7 10 3	55 16 8	41·91	44·64	13·45
	Chelsea, St. Mark's (National Society's)	100	1,537 6 5	2,720 12 7	1,033 15 6	5,297 17 6	15 7 5	27 4 2	10 8 0	52 19 7	29·01	51·36	19·63
	Cheltenham (Church of England)	61	1,487 1 0	1,593 16 2	436 2 0	3,516 19 2	24 7 6	26 2 7	7 3 0	57 13 1	42·28	45·32	12·40
	Culham (Oxford Diocesan)	45	802 15 2	1,043 13 4	588 1 9	2,434 10 3	17 16 10	23 3 10	13 1 4	54 2 0	32·98	42·57	24·15
	Durham (Diocesan)	34	750 3 1	1,092 6 0	403 19 4	2,246 8 5	22 1 3	32 2 7	11 17 7	66 1 5	33·39	48·63	17·98
	Exeter (Diocesan)	32	702 16 4	856 13 3	362 13 10	1,922 3 5	21 19 3	26 15 5	11 6 8	60 1 4	36·56	44·57	18·87
	Hammersmith (Roman Catholic)	28	486 7 4	1,248 15 0	504 5 6	2,039 5 10	17 7 5	44 11 10	10 17 4	72 16 7	23·85	61·23	14·92
	Peterborough (Church of England)	34	580 7 1	1,301 3 2	184 11 10	2,066 2 1	17 1 4	38 5 5	5 8 7	60 15 4	28·09	62·98	8·93
	Saltley (Worcester Diocesan)	75	1,418 2 4	1,940 14 9	691 5 4	4,050 2 5	18 18 2	25 17 6	9 4 4	54 0 0	35·02	47·92	17·06
	Winchester (Diocesan)	27	460 1 5	850 15 1	154 12 7	1,465 9 1	17 0 10	31 10 2	5 14 6	54 5 6	31·40	58·05	10·55
	York and Ripon (Diocesan)	40	740 11 7	1,197 2 10	344 16 8	2,282 11 1	18 10 5	29 18 7	8 12 5	57 1 5	32·44	52·45	15·11
		705				40,214 13 10			Average	57 0 10			
FOR MISTRESSES ONLY.	Bishop's Stortford (Rochester Diocesan)	57	705 8 11	1,168 1 9	555 2 7	2,428 13 3	12 7 6	20 9 11	9 14 9	42 12 2	29·04	48·10	22·86
	Brighton (Chichester Diocesan)	46	393 8 8	942 15 1	313 7 11	1,649 11 8	8 11 0	20 9 11	6 16 3	35 17 2	23·84	57·16	19·00
	Bristol (Gloucester and Bristol and Oxford Diocesan)	78	685 4 3	1,159 12 5	347 2 0	2,191 18 8	8 15 8	14 17 4	4 9 0	28 2 0	31·26	52·91	15·83
	Cheltenham (Church of England)	58	648 17 6	838 8 0	334 4 8	1,821 10 2	11 3 9	14 9 1	3 15 3	31 8 1	35·62	46·03	18·35
	Derby (Lichfield Diocesan)	41	530 14 11	819 16 6	152 13 6	1,503 4 11	12 18 11	19 19 11	4 9 1	37 7 11	34·62	53·47	11·91
	Durham (Diocesan)	35	492 10 11	676 12 1	127 11 2	1,296 14 2	14 1 5	19 6 8	3 12 10	37 0 11	37·38	52·19	9·83
	Gray's Inn Road (Home and Colonial School Society's)	140	1,973 9 7	2,597 5 0	950 7 5	5,521 2 0	14 1 11	18 11 0	6 15 9	39 8 8	35·73	47·04	17·21
	Lincoln (Diocesan)	40	482 12 2	783 6 0	158 18 2	1,424 16 4	12 1 3	19 11 9	3 19 5	35 12 5	33·86	54·99	11·14
	Liverpool (Roman Catholic)	72	541 9 4	1,297 13 10	767 15 2	2,606 18 4	7 10 5	18 0 5	10 13 3	36 4 1	20·77	49·78	29·45
	Norwich (Diocesan)	40	459 3 3	807 12 10	182 10 1	1,449 6 2	11 9 7	20 3 10	4 11 3	36 4 8	31·68	55·73	12·59
	Salisbury (Diocesan)	63	586 9 5	1,065 [illegible]	203 18 3	1,855 9 5	9 6 2	16 18 1	3 4 9	29 9 0	31·61	57·40	10·99
	Stockwell (British and Foreign School Society's)	103	771 17 3	1,509 11 4	307 0 10	2,788 9 5	7 9 10	14 13 2	4 18 5	27 1 5	27·67	54·15	18·18
	Truro (Exeter Diocesan)	32	228 3 11	535 7 8	92 12 2	856 3 9	7 2 8	16 14 7	2 17 10	26 15 1	26·66	62·53	10·81
	Warrington (Chester Diocesan)	99	739 10 7	1,633 3 7	478 10 11	2,851 5 1	7 9 5	16 9 11	4 16 8	28 16 0	25·94	57·28	16·78
	Whitelands (National Society's)	106	1,436 10 0	1,778 19 6	957 5 3	4,172 14 9	13 11 0	16 15 8	9 0 7	39 7 5	34·42	42·64	22·94
	York and Ripon (Diocesan)	57	666 10 4	873 11 3	164 2 0	1,706 3 7	11 13 10	15 8 4	2 16 6	29 18 8	39·06	51·50	9·44
		1,067				36,154 1 8			Average	33 17 8			
FOR BOTH MASTERS AND MISTRESSES.	Edinburgh (Church of Scotland)	103	1,346 13 9	2,275 2 10	548 2 3	4,169 18 10	13 1 6	22 1 9	5 6 5	40 9 8	32·30	54·56	13·14
	Edinburgh (Free Church)	104	1,598 13 4	2,176 12 0	265 5 9	4,040 11 1	15 7 5	20 18 7	2 11 0	38 17 0	39·37	53·87	6·76
	Edinburgh (Scottish Episcopal)	12	340 5 6	299 13 4	194 9 4	834 8 2	28 7 2	24 19 5	16 4 1	69 10 8	40·79	35·91	23·30
	Glasgow (Church of Scotland)	93	1,535 9 1	2,002 13 1	136 19 3	3,675 1 5	16 10 2	21 10 9	1 9 5	39 10 4	41·78	54·56	3·72
	Glasgow (Free Church)	101	2,012 1 1	2,087 7 6	340 5 10	4,439 14 5	19 18 5	20 18 4	2 7 7	42 19 4	46·37	48·10	5·53
	Westminster (Wesleyan)	127	2,191 14 4	2,937 7 2	1,226 13 5	6,475 14 11	17 5 2	23 5 9	10 8 11	50 19 10	33·85	45·67	20·48
		540				23,535 8 10			Average	43 11 8			

The college at Chester in 1867 contained only five students; it is excluded, therefore, from the calculation of these averages, which it would render inaccurate.

(No. 5.)

(A.)--Summary of Results of Examination of Candidates for Admission into Normal Schools, at Christmas 1867.

Denomination.	Males.									Females.								
	Presented for Examination.			Passed.			Failed.			Presented for Examination.			Passed.			Failed.		
	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.
Church of England -	204	61	265	116	108	224	7	34	41	414	99	513	139	289	428	52	33	85
Scottish Episcopal Church -	5	1	6	1	2	3	3	—	3	12	2	14	5	7	12	2	—	2
British and Wesleyan -	91	34	125	39	55	94	13	18	31	84	21	105	36	47	83	12	10	22
Roman Catholic - -	21	18	39	7	18	25	8	6	14	50	5	55	11	24	35	18	2	20
Church of Scotland - -	73	19	92	22	44	66	11	15	26	63	27	90	17	53	70	8	12	20
Free Church (Scotland) -	51	21	72	19	23	42	15	15	30	51	51	102	35	43	78	7	17	24
Total - -	445	154	599	204	250	454	57	88	145	674	205	879	243	463	706	99	74	173

(B.)—Summary of Results of Examination of Students in Normal Schools at Christmas 1867.

ENGLAND AND WALES.

Males.

Normal School.	Second Year.						First Year.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bangor	14	3	8	2	1	—	12	4	4	4	—	—
Battersea	39	12	20	7	—	—	42	9	25	7	—	1
Borough Road	33	11	18	4	—	—	28	5	17	5	—	1
Carmarthen	17	2	7	8	—	—	12	2	4	6	—	—
Carnarvon	9	2	6	1	—	—	10	—	2	5	1	2
Chelsea	51	14	24	12	1	—	49	5	23	20	1	—
Cheltenham	29	1	20	8	—	—	30	3	15	10	1	1
Chester	1	—	—	1	—	—	4	—	1	3	—	—
Culham	20	1	6	12	1	—	18	—	7	8	1	2
Durham	11	2	4	5	—	—	19	2	7	7	1	2
Exeter	13	2	7	4	—	—	16	1	5	9	1	—
Hammersmith	9	—	5	4	—	—	6	—	2	4	—	—
Peterborough	15	3	8	4	—	—	15	1	6	7	—	1
Saltley	41	5	23	12	—	1	32	3	15	12	2	—
Westminster	35	8	18	9	—	—	30	9	17	4	—	—
Winchester	13	2	3	8	—	—	12	—	5	5	1	1
York	13	—	4	8	1	—	25	2	11	12	—	—
Total	363	68	181	109	4	1	360	46	166	128	9	11

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1867—*continued.*

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bishop Stortford -	30	9	19	2	—	—	27	4	12	11	—	—
Brighton - - -	24	4	16	4	—	—	22	2	11	9	—	—
Bristol - - -	38	10	27	1	—	—	38	5	16	17	—	—
Cheltenham - -	30	10	16	4	—	—	26	—	17	9	—	—
Derby - - -	19	5	12	2	—	—	22	2	13	7	—	—
Durham - - -	17	7	9	1	—	—	15	—	5	10	—	—
Home and Colonial -	51	32	18	1	—	—	87	29	43	15	—	—
Lincoln - - -	22	17	5	—	—	—	18	5	11	2	—	—
Liverpool - - -	35	14	21	—	—	—	37	2	25	10	—	—
Norwich - - -	19	4	11	4	—	—	21	1	8	11	1	—
Ripon - - -	20	3	12	5	—	—	37	7	15	15	—	—
Salisbury - - -	33	13	19	1	—	—	29	7	18	3	—	1
Stockwell - - -	53	27	26	—	—	—	50	12	25	13	—	—
Truro - - -	13	1	10	2	—	—	13	2	6	4	—	1
Warrington - -	49	12	27	10	—	—	48	9	24	15	—	—
Westminster - -	29	13	15	1	—	—	29	6	11	12	—	—
Whitelands - -	51	20	29	2	—	—	53	16	29	8	—	—
Total - -	533	201	292	40	—	—	572	109	289	171	1	2

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1867—*continued.*

SCOTLAND.

MALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	23	6	8	8	1	—	31	2	16	10	—	3
Edinburgh (Episcopal Church) -	5	1	3	1	—	—	1	1	—	—	—	—
Edinburgh (Free Church) -	20	6	11	2	1	—	23	9	10	4	—	—
Glasgow (Church of Scotland) -	24	10	14	—	—	—	24	10	13	1	—	—
Glasgow (Free Church) - -	19	5	9	4	1	—	17	6	8	1	2	—
Total - -	91	28	45	15	3	—	96	28	47	16	2	3

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	20	13	7	—	—	—	26	9	13	4	—	—
Edinburgh (Episcopal Church) -	—	—	—	—	—	—	5	2	3	—	—	—
Edinburgh (Free Church) -	30	24	6	—	—	—	29	8	16	5	—	—
Glasgow (Church of Scotland) -	20	10	9	1	—	—	24	2	17	5	—	—
Glasgow (Free Church) - -	20	11	6	3	—	—	31	2	17	12	—	—
Total - -	90	58	28	4	—	—	115	23	66	26	—	—

(No. 6.)

Tabulated Results of Examination, Christmas 1867.

Per-centage of Candidates examined who obtained Marks of Excellent, Good, or Fair.

Male Students of the Second Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	14	—	—	—	—	28·57	50·00	28·57	42·85	—	50·00	21·43	71·42	35·72	42·85	42·85	50·00
Battersea	39	43·59	41·02	58·97	41·02	41·02	33·33	30·77	51·28	23·07	38·46	25·64	66·66	17·95	69·23	28·21	66·66
Borough Road	33	—	—	—	—	39·39	39·39	15·15	60·60	15·15	57·57	6·06	84·84	48·48	45·45	57·57	39·39
Carmarthen	17	35·29	11·76	11·76	58·82	35·29	29·41	—	76·46	—	29·41	29·41	52·94	11·76	41·17	64·70	29·41
Carnarvon	9	66·66	33·33	33·33	66·66	55·55	22·22	11·11	33·33	11·11	44·44	22·22	66·66	—	77·77	33·33	55·55
Chelsea	51	70·59	25·49	29·41	64·71	52·94	33·33	27·45	60·78	21·57	49·04	19·61	62·75	21·57	68·63	23·53	62·75
Cheltenham	29	20·69	62·06	13·79	79·31	75·86	17·24	31·03	44·83	—	72·41	6·90	72·41	10·34	68·97	13·79	86·21
Chester	1	100·00	—	—	—	—	—	—	100·00	—/	—	—	100·00	—	—	—	100·00
Culham	20	85·00	10·00	15·00	75·00	20·00	30·00	20·00	50·00	10·00	35·00	15·00	60·00	—	65·00	—	40·00
Durham	11	45·45	54·54	63·63	36·36	27·27	54·54	9·09	27·27	—	54·54	18·18	81·81	—	81·81	27·27	72·72
Edinburgh (Church of Scotland)	23	91·30	8·70	65·22	13·04	21·74	30·43	21·74	34·78	13·04	47·83	8·70	78·26	—	52·17	60·87	39·13
„ (Episcopal Church)	5	80·00	20·00	60·00	40·00	40·00	40·00	40·00	60·00	—	60·00	—	80·00	—	100·00	60·00	40·00
„ (Free Church)	20	60·00	40·00	55·00	45·00	15·00	40·00	5·00	60·00	15·00	40·00	20·00	65·00	25·00	60·00	95·00	5·00
Exeter	13	46·15	46·15	30·77	69·23	38·46	46·15	46·15	38·46	7·69	84·61	7·69	69·23	—	84·61	23·07	69·23
Glasgow (Church of Scotland)	24	83·33	16·66	100·00	—	37·50	29·16	54·16	45·83	16·66	54·16	4·16	87·50	4·16	70·83	75·00	25·00
„ (Free Church)	19	36·84	57·89	26·31	42·10	26·31	47·37	31·58	63·16	5·26	52·63	10·53	78·95	31·58	42·10	84·21	15·79
Hammersmith	9	—	—	—	—	11·11	44·44	—	55·55	—	66·66	—	66·66	22·22	66·66	33·33	44·44
Peterborough	15	60·00	33·33	20·00	80·00	13·33	40·00	20·00	53·33	26·66	40·00	33·33	60·00	—	80·00	40·00	53·33
Saltley	41	46·34	31·71	17·07	80·48	21·95	46·34	29·27	41·46	7·32	46·34	12·19	65·85	9·76	73·17	31·71	63·41
Westminster	35	—	—	—	—	74·28	22·86	31·43	48·57	5·71	60·00	11·43	74·28	40·00	51·43	60·00	40·00
Winchester	13	53·84	46·15	30·77	69·23	30·77	30·77	15·38	53·84	7·69	30·77	7·69	61·53	—	76·92	23·07	69·23
York	13	15·38	53·84	—	92·30	30·77	30·77	23·07	38·46	7·69	69·23	—	76·92	7·69	92·30	15·38	84·61
Average per-centage	—	57·80	32·92	35·05	52·95	33·50	34·44	22·31	51·85	8·80	49·23	12·73	71·98	13·01	64·13	40·58	52·35

Tabulated Results of Examination, Christmas 1867—*Male Students of the Second Year*—continued.

Normal School.	No. presented for Examination.	Spelling.		Penmanship.		History.		Geography.		Euclid.		Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	14	50·00	42·85	35·72	57·14	—	35·72	—	64·28	7·14	64·28	28·57	71·42	69·23	30·77	50·00	28·57
Battersea	39	25·64	71·79	35·90	56·41	2·56	74·35	20·52	69·23	23·07	43·59	10·25	84·61	31·57	44·73	38·46	51·28
Borough Road	33	87·87	12·12	63·63	36·36	—	27·27	6·06	66·66	24·24	66·66	3·03	81·81	36·66	40·00	27·27	72·72
Carmarthen	17	70·58	29·41	11·76	82·34	—	47·05	17·65	82·34	5·88	29·41	—	76·46	—	47·05	23·53	70·58
Carnarvon	9	88·88	11·11	44·44	55·55	—	66·66	33·33	55·55	11·11	77·77	—	99·99	33·33	55·55	55·55	44·44
Chelsea	51	70·59	23·53	23·53	64·71	5·88	21·57	23·53	76·47	13·73	52·94	3·92	70·59	37·26	31·37	25·49	68·63
Cheltenham	29	79·31	20·69	17·24	58·62	—	24·14	3·45	31·03	—	58·62	3·45	72·41	44·83	31·03	41·38	51·72
Chester	1	100·00	—	—	—	—	—	—	100·00	—	—	—	100·00	—	100·00	—	100·00
Culham	20	60·00	30·00	10·00	60·00	10·00	40·00	10·00	50·00	—	40·00	5·00	80·00	35·00	40·00	15·00	30·00
Durham	11	90·90	9·09	18·18	81·81	—	27·27	9·09	81·81	—	27·27	18·18	72·72	9·09	36·36	54·54	27·27
Edinburgh (Church of Scotland)	23	73·92	26·09	8·70	60·87	—	43·48	8·70	52·17	26·09	43·48	4·35	69·57	23·53	41·17	73·92	26·09
,, (Episcopal Church)	5	40·00	60·00	—	60·00	—	20·00	20·00	60·00	—	80·00	—	60·00	—	60·00	60·00	40·00
,, (Free Church)	20	55·00	40·00	20·00	55·00	25·00	50·00	5·00	55·00	35·00	45·00	—	85·00	5·00	65·00	85·00	15·00
Exeter	13	84·61	15·38	—	69·23	23·07	61·53	15·38	46·15	15·38	30·77	7·69	76·92	25·00	16·66	15·38	76·92
Glasgow (Church of Scotland)	24	58·33	41·66	45·83	50·00	—	37·50	4·16	62·50	29·16	62·50	—	66·66	80·00	20·00	79·16	—
,, (Free Church)	19	78·95	21·05	31·58	57·89	—	26·31	15·79	73·68	10·53	42·10	—	84·21	20·00	33·33	68·42	31·58
Hammersmith	9	33·33	66·66	33·33	66·66	—	33·33	—	44·44	—	55·55	—	100·00	11·11	11·11	44·44	55·55
Peterborough	15	100·00	—	—	86·66	—	20·00	13·33	73·33	20·00	73·33	—	93·33	13·33	46·66	33·33	46·66
Saltley	41	63·41	36·58	24·39	68·29	2·44	39·02	17·07	53·66	9·76	65·85	—	73·17	14·63	43·90	51·22	46·34
Westminster	35	77·14	20·00	57·14	40·00	2·86	20·00	14·29	77·14	—	54·29	5·71	74·28	22·86	40·00	31·43	65·71
Winchester	13	84·61	15·38	15·38	76·92	—	7·69	—	69·23	—	69·23	—	53·84	16·66	8·33	30·77	69·23
York	13	84·61	15·38	15·38	84·61	—	38·46	—	46·15	7·69	38·46	—	53·84	15·38	7·69	7·69	84·61
Average per-centage	—	70·80	27·67	23·27	60·41	3·26	34·60	10·78	63·21	10·85	50·95	4·09	77·31	24·74	38·66	41·45	50·13

Tabulated Results of Examination, Christmas 1867—*continued.*

MALE STUDENTS OF THE FIRST YEAR.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	12	—	—	—	—	33·33	50·00	66·66	25·00	8·33	58·33	—	33·33	50·00	33·33	41·66	50·00
Battersea	42	4·76	64·28	30·95	66·66	19·04	21·42	66·66	21·42	7·14	38·09	11·91	38·09	38·09	50·00	11·91	52·38
Borough Road	28	—	—	—	—	28·57	42·85	21·43	50·00	17·85	60·71	28·57	53·57	32·14	50·00	25·00	75·00
Carmarthen	12	—	66·66	8·33	91·66	41·66	25·00	91·66	8·33	—	25·00	—	25·00	25·00	50·00	66·66	33·33
Carnarvon	10	—	10·00	—	80·00	20·00	30·00	20·00	60·00	—	10·00	—	—	—	30·00	30·00	70·00
Chelsea	49	4·08	46·93	20·41	77·55	16·33	36·73	40·81	36·73	8·16	30·61	6·12	34·69	14·28	40·81	34·69	40·81
Cheltenham	30	—	46·66	6·66	90·00	76·66	20·00	73·33	13·33	3·33	36·66	26·66	46·66	10·00	43·33	3·33	73·33
Chester	4	—	75·00	—	50·00	—	25·00	25·00	50·00	—	25·00	25·00	25·00	—	25·00	—	75·00
Culham	18	—	27·77	—	83·33	5·55	33·33	27·77	44·44	—	27·77	5·55	27·77	5·55	61·11	27·77	44·44
Durham	19	5·26	63·16	21·05	73·68	10·53	26·31	36·84	26·31	5·26	10·53	52·63	26·31	10·53	26·31	5·26	68·42
Edinburgh (Church of Scotland)	31	74·19	19·35	35·48	48·38	3·23	6·46	45·16	29·03	19·35	45·16	19·35	22·58	9·68	45·16	93·54	6·46
„ (Episcopal Church)	1	—	100·00	—	100·00	100·00	—	100·00	—	100·00	—	100·00	—	—	100·00	100·00	—
„ (Free Church)	23	86·96	13·04	52·17	47·83	4·35	43·48	69·57	13·04	17·39	52·17	21·74	47·83	43·48	47·83	91·30	8·70
Exeter	16	—	31·25	18·75	81·25	18·75	18·75	50·00	25·00	6·25	18·75	6·25	31·25	12·50	37·50	6·25	93·75
Glasgow (Church of Scotland)	24	79·16	20·83	100·00	—	12·50	20·83	66·66	33·33	62·50	37·50	37·50	58·33	16·66	58·33	83·33	16·66
„ (Free Church)	17	52·94	23·53	35·29	52·94	11·76	47·05	58·82	35·29	35·29	47·05	52·94	35·29	11·76	52·94	64·70	35·29
Hammersmith	6	—	—	—	—	—	100·00	33·33	50·00	—	33·33	—	83·33	66·66	33·33	16·66	83·33
Peterborough	15	—	53·33	20·00	80·00	6·66	33·33	26·66	66·66	—	46·66	26·66	26·66	20·00	40·00	33·33	33·33
Saltley	32	—	40·62	12·50	87·50	9·38	31·25	46·88	43·75	9·38	28·13	12·50	50·00	12·50	46·88	31·25	62·50
Westminster	30	—	—	—	—	53·33	40·00	76·66	20·00	23·33	26·66	36·66	50·00	33·33	53·33	63·33	36·66
Winchester	12	—	8·33	8·33	91·66	—	33·33	33·33	50·00	—	25·00	8·33	33·33	8·33	50·00	25·00	75·00
York	25	—	32·00	8·00	80·00	24·00	44·00	36·00	48·00	8·00	44·00	8·00	48·00	—	56·00	20·00	64·00
Average per-centage	—	17·07	41·26	20·99	71·24	22·52	33·14	50·60	34·07	15·07	33·05	22·10	36·22	19·11	46·87	39·77	49·92

Tabulated Results of Examination, Christmas 1867—*Male Students of the First Year*—continued.

Normal School.	No. presented for Examination.	Spelling.		Penmanship.		History.		Geography.		Euclid.		Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	12	50·00	50·00	58·33	41·66	8·33	58·33	8·33	58·33	41·66	50·00	25·00	66·66	66·66	25·00
Battersea	42	76·19	23·81	19·04	61·90	28·57	57·14	19·04	54·76	19·04	54·76	47·62	30·95	28·57	38·09
Borough Road	28	71·43	25·00	53·57	42·85	17·85	71·43	10·71	42·85	32·14	42·85	46·43	46·43	39·28	46·43
Carmarthen	12	50·00	50·00	8·33	75·00	16·66	16·66	16·66	66·66	8·33	41·66	9·09	36·36	33·33	11·11
Carnarvon	10	20·00	50·00	—	80·00	—	20·00	—	20·00	—	—	—	80·00	30·00	40·00
Chelsea	49	83·67	14·28	8·16	65·30	26·53	51·02	10·20	44·89	10·20	55·10	12·24	40·81	14·28	57·14
Cheltenham	30	56·66	30·00	10·00	50·00	20·00	46·66	10·00	33·33	21·43	60·71	16·66	26·66	43·33	43·33
Chester	4	25·00	75·00	—	75·00	—	100·00	—	—	—	25·00	—	75·00	25·00	—
Culham	18	55·55	27·77	—	33·33	33·33	50·00	—	16·66	5·55	33·33	16·66	38·88	22·22	55·55
Durham	19	78·95	21·05	15·79	52·63	21·05	36·84	15·79	31·58	5·26	63·16	26·31	36·84	15·79	47·37
Edinburgh (Church of Scotland)	31	64·52	25·80	22·58	58·06	12·90	48·38	—	12·90	6·46	51·62	12·90	29·03	14·81	48·15
,, (Episcopal Church)	1	100·00	—	—	100·00	—	100·00	—	100·00	—	100·00	—	100·00	100·00	—
,, (Free Church)	23	69·57	26·09	13·04	43·48	17·39	78·26	4·35	26·09	13·04	60·87	34·78	47·83	28·56	42·86
Exeter	16	56·25	37·50	6·25	75·00	—	43·75	6·25	25·00	12·50	25·00	12·50	18·75	25·00	12·50
Glasgow (Church of Scotland)	24	70·83	29·16	29·16	58·33	12·50	66·66	—	16·66	37·50	45·83	12·50	45·83	84·21	15·79
,, (Free Church)	17	82·34	11·76	35·29	47·05	11·76	64·70	—	23·53	17·65	47·05	29·41	41·17	50·00	16·66
Hammersmith	6	83·33	16·66	50·00	50·00	—	66·66	—	33·33	—	50·00	—	33·33	33·33	33·33
Peterborough	15	60·00	40·00	6·66	73·33	26·66	46·66	13·33	33·33	13·33	66·66	6·66	6·66	6·66	53·33
Saltley	32	53·12	31·25	6·25	50·00	12·50	53·12	6·25	31·25	18·75	62·50	15·62	46·38	13·79	37·93
Westminster	30	90·00	6·66	70·00	30·00	—	56·66	—	46·66	23·33	66·66	20·00	30·00	20·00	33·33
Winchester	12	66·66	25·00	—	75·00	8·33	50·00	8·33	33·33	—	33·33	8·33	16·66	25·00	50·00
York	25	60·00	40·00	—	48·00	—	48·00	—	28·00	4·00	56·00	8·00	32·00	12·00	72·00
Average per-centage	—	64·73	29·85	18·74	58·45	12·47	55·95	5·87	37·68	13·18	49·64	16·39	39·85	33·26	35·45

Tabulated Results of Examination, Christmas 1867—*continued.*

FEMALE STUDENTS OF THE SECOND YEAR.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	30	23·33	76·66	10·00	53·33	73·33	20·00	43·33	40·00	53·33	46·66	60·00	40·00	3·33	60·00	66·66	26·66
Brighton	24	8·33	91·66	—	45·83	45·83	29·16	25·00	41·66	54·16	45·83	54·16	45·83	—	75·00	41·66	41·66
Bristol	38	13·15	86·84	2·63	78·95	68·41	23·68	28·94	50·00	60·52	39·47	68·41	31·57	2·63	68·41	57·89	34·20
Cheltenham	30	36·66	63·33	30·00	60·00	86·66	13·33	30·00	50·00	73·33	26·66	86·66	13·33	36·66	56·66	50·00	40·00
Derby	19	15·79	78·95	21·05	63·16	57·89	31·58	15·79	36·84	47·37	52·63	73·68	26·31	5·26	73·68	47·37	31·58
Durham	17	29·41	70·58	29·41	70·58	41·17	17·65	41·17	41·17	64·70	35·29	82·34	17·65	5·88	88·22	47·05	41·17
Edinburgh (Church of Scotland)	20	80·00	20·00	100·00	—	60·00	20·00	30·00	40·00	65·00	35·00	85·00	15·00	20·00	70·00	100·00	—
„ (Episcopal Church)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
„ (Free Church)	30	70·00	30·00	73·33	20·00	50·00	30·00	50·00	40·00	63·33	33·33	73·33	23·33	20·00	70·00	100·00	—
Glasgow (Church of Scotland)	20	75·00	20·00	75·00	25·00	15·00	25·00	40·00	95·00	25·00	70·00	45·00	50·00	—	15·00	80·00	20·00
„ (Free Church)	20	45·00	40·00	63·16	36·84	55·00	20·00	20·00	55·00	30·00	70·00	45·00	55·00	—	65·00	90·00	10·00
Home and Colonial	51	49·02	50·98	13·73	70·59	86·28	11·76	62·75	25·49	50·98	49·02	52·94	47·06	—	66·66	72·55	23·53
Lincoln	22	31·82	68·18	4·54	90·90	72·72	22·73	59·09	36·36	54·55	45·45	59·09	40·90	50·00	50·00	72·72	22·73
Liverpool	35	—	—	—	—	74·28	22·86	28·57	45·72	74·28	25·71	80·00	20·00	37·14	57·14	51·43	48·57
Norwich	19	21·05	68·42	5·26	57·89	36·84	26·31	21·05	47·37	21·05	57·89	21·05	57·89	—	52·63	42·10	47·37
Ripon	20	30·00	70·00	10·00	25·00	70·00	25·00	55·00	20·00	50·00	40·00	55·00	35·00	—	80·00	35·00	45·00
Salisbury	33	21·21	75·75	30·30	66·66	75·75	15·15	39·39	30·30	21·21	78·78	42·42	57·57	9·09	84·84	54·54	36·36
Stockwell	53	—	—	—	—	62·26	22·64	26·42	50·94	50·94	49·06	62·26	35·85	39·62	49·06	77·36	20·75
Truro	13	7·69	84·61	7·69	53·84	53·84	30·77	46·15	7·69	15·38	84·61	30·77	69·23	7·69	84·61	53·84	46·15
Warrington	49	14·28	85·71	4·08	55·10	46·93	38·77	24·49	46·93	61·22	38·77	65·30	32·65	—	83·67	32·65	38·77
Westminster	29	—	—	—	—	86·21	10·34	17·24	55·17	20·69	75·86	37·93	58·62	48·28	51·72	89·65	10·34
Whitelands	51	41·18	58·82	33·33	62·75	50·98	33·33	39·22	43·14	88·24	11·76	84·31	15·69	3·92	86·28	72·55	25·49
Average per-centage	—	34·05	63·36	28·52	52·02	60·44	23·33	35·40	42·79	49·77	48·18	60·22	37·54	13·78	66·12	63·57	29·06

Tabulated Results of Examination, Christmas 1867—*Female Students of the Second Year*—continued.

Normal School.	No. presented for Examination.	Spelling.		Penmanship.		History.		Geography.		Needlework.		Domestic Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	30	86·66	13·33	20·00	63·33	10·00	63·33	20·00	63·33	53·33	43·33	76·66	23·33	10·00	76·66	63·33	23·33
Brighton	24	79·16	20·83	12·50	50·00	8·33	33·33	16·66	62·50	100·00	—	54·16	45·83	—	29·16	50·00	37·50
Bristol	38	84·20	15·78	31·57	50·00	—	52·63	23·68	57·89	81·57	18·41	73·67	23·68	6·06	81·81	52·63	47·36
Cheltenham	30	96·66	—	3·33	63·33	6·66	63·33	26·66	56·66	50·00	40·00	50·00	46·66	13·33	46·66	50·00	40·00
Derby	19	84·21	10·53	36·84	57·89	—	5·26	10·53	52·63	36·84	63·16	57·89	42·10	—	73·68	68·42	21·05
Durham	17	88·22	11·76	—	35·29	23·53	76·46	47·05	52·94	88·22	11·76	82·34	17·65	17·65	58·82	64·70	35·29
Edinburgh (Church of Scotland)	20	80·00	20·00	35·00	60·00	15·00	75·00	25·00	50·00	90·00	10·00	55·00	45·00	25·00	37·50	85·00	15·00
„ (Episcopal Church)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
„ (Free Church)	30	86·66	10·00	3·33	76·66	13·33	73·33	16·66	50·00	43·33	56·66	73·33	26·66	13·79	55·17	100·00	—
Glasgow (Church of Scotland)	20	90·00	10·00	15·00	85·00	—	75·00	25·00	30·00	85·00	15·00	95·00	5·00	65·00	15·00	70·00	30·00
„ (Free Church)	20	80·00	20·00	20·00	80·00	5·00	75·00	50·00	25·00	60·00	30·00	65·00	30·00	—	42·10	70·00	30·00
Home and Colonial	51	82·35	15·69	33·33	52·94	3·92	68·63	31·37	60·78	78·43	21·57	84·31	15·69	15·69	49·02	56·36	41·18
Lincoln	22	81·81	18·18	27·27	40·90	9·09	77·27	22·73	59·09	86·36	13·63	72·72	27·27	22·73	68·18	72·72	18·18
Liverpool	35	88·57	11·43	65·71	34·29	28·57	62·86	14·29	71·43	71·43	28·57	71·43	28·57	40·00	33·33	51·43	48·57
Norwich	19	68·42	31·58	10·53	52·63	—	63·16	21·05	42·10	73·68	26·31	68·42	31·58	26·31	47·37	68·42	31·58
Ripon	20	75·00	25·00	20·00	40·00	5·00	65·00	20·00	60·00	15·00	85·00	50·00	50·00	10·00	20·00	50·00	35·00
Salisbury	33	66·66	30·30	24·24	54·54	12·12	78·78	30·30	69·69	87·87	12·12	78·78	21·21	15·15	57·57	48·48	42·42
Stockwell	53	79·25	18·87	45·28	47·17	9·43	79·25	26·42	47·17	79·25	20·75	75·48	24·53	16·98	43·40	20·75	62·26
Truro	13	100·00	—	—	38·46	—	69·23	15·38	69·23	92·30	7·69	38·46	61·53	7·69	53·84	53·84	23·07
Warrington	49	81·63	14·28	10·20	46·93	14·28	73·46	24·49	59·18	55·10	44·89	87·75	12·24	33·33	44·44	40·81	40·81
Westminster	29	82·75	13·79	62·06	37·93	6·90	75·86	6·90	62·06	79·31	20·69	68·97	31·03	—	17·24	68·97	24·14
Whitelands	51	90·20	9·80	9·80	62·75	11·76	60·78	17·65	70·59	72·55	27·45	84·31	15·69	12·00	42·00	49·02	39·22
Average per-centage	—	83·44	15·29	23·14	53·81	8·71	65·09	23·42	55·82	70·45	28·42	69·69	29·77	16·70	47·28	59·78	32·66

Tabulated Results of Examination, Christmas 1867—*continued*.

FEMALE STUDENTS OF THE FIRST YEAR.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	27	3·70	74·07	3·70	33·33	59·26	33·33	44·44	25·93	11·11	48·15	14·81	44·44	3·70	33·33	62·96	29·63
Brighton	22	36·36	63·63	—	31·82	40·90	36·36	31·82	27·27	—	50·00	4·54	63·63	4·54	31·82	45·45	22·73
Bristol	38	15·78	68·41	18·41	42·10	47·36	36·84	18·41	31·57	5·26	50·00	10·52	44·73	—	60·52	52·63	36·84
Cheltenham	26	23·08	73·07	11·53	30·77	88·46	11·53	3·84	65·38	7·69	46·15	15·38	57·69	3·84	46·15	34·61	38·46
Derby	22	27·27	72·72	18·18	45·45	81·81	18·18	40·90	36·36	—	31·82	4·54	45·45	13·63	36·36	40·90	45·45
Durham	15	40·00	53·33	6·66	40·00	33·33	40·00	6·66	20·00	6·66	53·33	—	73·33	6·66	66·6	20·00	53·33
Edinburgh (Church of Scotland)	26	96·15	3·84	84·61	15·38	76·92	19·23	38·46	34·61	3·84	69·23	26·92	50·00	—	23·08	100·00	—
,, (Episcopal Church)	5	60·00	40·00	20·00	40·00	80·00	20·00	—	40·00	40·00	40·00	20·00	60·00	—	60·00	100·00	—
,, (Free Church)	29	82·75	17·24	55·17	44·83	37·93	37·93	31·03	37·93	6·90	68·97	6·90	65·51	3·45	37·93	100·00	—
Glasgow (Church of Scotland)	24	83·33	16·66	70·83	29·16	33·33	25·00	29·16	50·00	—	54·16	16·66	62·50	—	12·50	70·83	29·16
,, (Free Church)	31	70·97	29·03	43·33	53·33	51·62	22·58	16·12	25·80	6·46	51·62	19·35	64·52	—	48·38	80·64	12·90
Home and Colonial	87	44·82	47·12	3·44	41·37	79·31	16·09	32·18	52·87	17·24	54·02	14·94	54·02	17·24	55·17	59·77	27·58
Lincoln	18	61·11	38·88	22·22	44·44	50·00	22·22	27·77	50·00	—	66·66	5·55	55·55	22·22	61·11	44·44	50·00
Liverpool	37	—	—	—	—	89·19	8·11	13·51	35·14	2·70	83·79	37·83	51·35	35·14	62·16	56·76	37·83
Norwich	21	9·52	80·95	—	52·39	42·86	33·33	19·04	38·09	—	33·33	—	28·56	14·28	66·66	47·61	47·61
Ripon	37	56·76	43·24	—	45·94	45·94	43·24	21·62	37·83	5·40	43·24	8·11	59·46	10·81	40·54	43·24	32·44
Salisbury	29	51·72	37·93	6·90	44·83	55·17	34·48	20·69	51·72	3·45	41·38	10·34	48·28	20·69	51·72	55·17	27·59
Stockwell	50	—	—	—	—	40·00	42·00	18·00	40·00	32·00	62·00	28·00	60·00	32·00	58·00	88·00	12·00
Truro	13	30·77	69·23	15·38	38·46	38·46	23·07	23·07	15·38	30·77	38·46	38·46	38·46	15·38	53·84	30·77	38·46
Warrington	48	70·83	27·08	6·25	47·92	31·25	54·17	25·00	39·58	4·17	54·17	16·66	52·08	4·17	45·83	45·83	45·83
Westminster	29	—	—	—	—	65·51	27·59	20·69	27·59	6·90	72·41	17·24	55·17	34·48	58·62	48·28	51·72
Whitelands	53	56·60	39·62	22·64	47·17	35·85	41·51	37·74	·62	16·98	60·38	16·98	62·26	18·87	58·49	67·93	24·53
Average per-centage	—	48·50	47·16	21·53	40·45	54·74	29·39	23·64	37·39	9·43	53·33	15·16	51·40	11·86	48·58	58·90	30·18

Tabulated Results of Examination, Christmas 1867—*Female Students of the First Year*—continued.

Normal School.	No. presented for Examination.	Spelling.		Penmanship.		History.		Geography.		Needlework.		Domestic Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	27	55·55	44·44	59·26	40·74	11·11	37·03	7·41	25·93	48·15	48·15	62·96	22·22	11·11	59·26
Brighton	22	86·36	13·63	68·18	27·27	4·54	45·45	—	9·09	77·27	22·73	36·36	45·45	4·54	45·45
Bristol	38	52·63	39·47	57·89	42·10	7·89	26·31	15·78	26·31	21·05	76·30	39·47	57·89	44·11	50·00
Cheltenham	26	57·69	42·31	42·31	57·69	7·69	53·85	—	19·23	23·08	42·31	53·85	42·31	15·38	57·69
Derby	22	63·63	36·36	45·45	54·55	4·54	40·90	—	9·09	40·90	40·90	54·55	45·45	50·00	40·90
Durham	15	40·00	60·00	40·00	46·66	—	60·00	33·33	20·00	33·33	53·33	40·00	60·00	—	80·00
Edinburgh (Church of Scotland)	26	69·23	30·77	15·38	76·92	—	34·61	30·77	46·15	19·23	42·31	34·61	42·31	34·61	34·61
„ (Episcopal Church)	5	40·00	60·00	—	80·00	20·00	40·00	20·00	40·00	20·00	80·00	60·00	40·00	80·00	20·00
„ (Free Church)	29	48·28	51·72	13·79	68·97	—	3·45	31·03	13·79	41·38	51·72	31·03	58·62	10·34	44·83
Glasgow (Church of Scotland)	24	25·00	70·83	25·00	62·50	—	20·83	4·16	20·83	54·16	37·50	25·00	45·83	22·73	54·55
„ (Free Church)	31	48·38	48·38	9·68	80·64	—	19·35	6·46	45·16	48·38	38·71	32·26	41·94	15·79	42·10
Home and Colonial	37	67·81	31·03	68·96	29·88	6·89	39·08	25·28	28·73	55·17	43·67	51·72	40·22	19·76	47·67
Lincoln	18	22·22	72·22	88·88	11·11	—	27·77	16·66	16·66	55·55	44·44	44·44	50·00	44·44	38·88
Liverpool	37	64·86	29·73	70·27	29·73	8·11	51·35	51·35	40·54	40·54	59·46	48·65	48·65	18·52	55·55
Norwich	21	52·39	47·61	76·19	23·80	—	23·80	14·28	14·28	14·28	38·09	33·33	47·61	19·04	57·14
Ripon	37	48·65	48·65	40·54	54·05	2·70	37·83	16·22	24·33	43·24	51·35	29·73	56·76	18·92	54·05
Salisbury	29	44·83	55·17	82·75	17·24	3·45	37·93	17·24	68·97	65·51	34·48	62·06	34·48	20·69	65·51
Stockwell	50	54·00	46·00	40·00	54·00	—	40·00	20·00	38·00	64·00	32·00	60·00	38·00	36·00	50·00
Truro	13	46·15	53·84	30·77	61·53	7·69	23·07	23·07	38·46	84·61	7·69	23·07	46·15	23·07	61·53
Warrington	48	45·83	52·08	29·17	62·50	6·25	47·92	10·42	18·75	64·58	35·42	16·66	52·08	31·25	53·33
Westminster	29	41·38	58·62	75·86	24·14	—	37·93	17·24	31·03	65·51	31·03	48·28	37·93	6·90	34·48
Whitelands	53	50·94	47·17	58·49	41·51	1·89	75·48	20·75	20·75	26·42	67·93	52·83	43·40	16·98	73·59
Average per-centage	—	51·17	47·27	47·21	47·61	4·21	37·45	17·33	23·09	45·74	44·52	42·76	45·33	24·73	51·18

REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. B. MORGAN COWIE, B.D., *on the* CHURCH OF ENGLAND NORMAL SCHOOLS *for* SCHOOLMASTERS.

MY LORDS,

THE inspection of the normal schools took the usual time last year, viz., from May to November.

There are 13 normal schools for masters in England connected with the Church. In them I and my colleagues found 592 students; they are instructed by 50 resident officers, wholly engaged, and also by some who are only partly occupied in the work of instruction.

Of these students 288 were in their first year and 304 in their second year. The aggregate cost of training was 35,667*l.* 7*s.* 1*d.*, of which your Lordships paid 24,028*l.* 18*s.* 7*d.*, and the National Society 3,216*l.* 8*s.* 7*d.*

At Christmas there were 479 vacancies reported. There were 265 candidates for admission, 204 of whom were pupil-teachers whose apprenticeship had expired. Of the whole number 224 passed the examination, leaving 255 vacancies in our normal schools.

The work of these schools has been generally of the same character as in the previous years. The changes have been very few, and there is nothing specially important to bring under your Lordships' notice.

Under these circumstances, and as I have been appointed on the Royal Commission of Inquiry into Primary Education in Ireland, I gladly avail myself of your Lordships' permission to send in special reports on particular colleges only, and omit general discussion of questions relating to normal training.

I have the honour to be, &c.
B. M. COWIE.

To the Right Honourable
The Lords of the Committee of Council on Education.

BATTERSEA (NATIONAL SOCIETY'S) TRAINING COLLEGE FOR MASTERS.

This college was inspected by Mr. Sharpe and me in July and November. There were 81 students in residence, 42 in first year, 39 in second year. It is stated that since 1843 about 1,200 students have passed through the college. Since 1851, 792 students have been admitted exclusive of those now in residence.

The buildings, &c. were in fair order, 225*l.* having been expended on internal repairs and furniture.

The college staff is the same as I reported last year, and is thoroughly efficient.

The council of the college is composed of the following members :—

Right Rev. the Lord Bishop of Winchester.	Philip Cazenove, Esq.
Right Hon. and Right Rev. the Lord Bishop of Bath and Wells.	E. C. Tufnell, Esq.
*Right Hon. the Earl of Harrowby.	Rev. W. H. W. Bowyer, M.A.
Ven. Archdeacon Sinclair.	Rev. R. Burgess, B.D.
Ven. Archdeacon Robinson.	Rev. C. B. Dalton, M.A.
Sir James P. Kay Shuttleworth, Bart.	*Rev. R. Gregory, M.A.
H. Sykes Thornton, Esq.	*Rev. J. H. Hamilton, M.A.
	Rev. J. S. Jenkinson, M.A.
	Rev. J. R. Nicholl, M.A.

Hon. Sec., *Rev. Alexander Wilson, M.A., Sec. Nat. Soc.

The gentlemen whose names are marked * attended the meeting at Christmas 1867.

The men (42) of 1st year did well in catechism and liturgy, arithmetic, school management, history and geography, Euclid, and economy. In no subject did they fall below a fair standard of proficiency.†

2nd year (39).—The men did well in Holy Scripture, catechism and liturgy, mental and written arithmetic, composition, school management, reading, history and geography, economy, music, and teaching, and in no subject did they fall below a fair standard of proficiency.

The cost was 4,833*l.* 19*s.* 3*d.*, or 59*l.* 13*s.* 7*d.* per head.

The income was 4,683*l.* 2*s.*, of which the Government gave 3,427*l.* 0*s.* 9*d.*, and the National Society 500*l.*

CARNARVON OR NORTH WALES TRAINING SCHOOL FOR MASTERS, IN CONNEXION WITH THE NATIONAL SOCIETY.

This college was inspected by Mr. Watts and me in October 1867. We found 22 students in residence. It will hold 43. Eleven had resided less than one year.

The students were much improved in manner, and there is a general impression that they are well behaved and carefully superintended. The buildings were in good order; there had been painting and whitewashing throughout since the break out of fever. There has been much sickness during the year. The town of Carnarvon was severely visited with cholera, and typhoid fever succeeded. Three students died between November 1866 and November 1867, and three more were compelled to give up their work. The demeanour of the men and their affection to the Principal were very much the effects of his devotion to them during illness, and the experience they thereby gained of his warm-hearted character. He very nearly lost his own life from his exertions, as he caught the fever and was laid up for some time.

The circumstances of the case called for close inquiry. I had an account from the Vicar of Carnarvon of the sufferings of the people in the town, and the fearful nature of the visitation. Deficient water supply and the proximity of a great open drain were considered the chief causes of the disaster in the college. I examined into the plans adopted for remedying defects. These plans were not carried out completely

† I consider that the college has done well in a particular subject when more than 70 per cent. of E., G., F., is gained by the students in that subject.

If the proportion of E., G., F., is below 30 per cent I think the men have, as a body, done badly, or fall below a fair standard of proficiency.

when we were at Carnarvon, but the water supply had been increased. At my request the medical officer sent in a report, which I subjoin:—

"With reference to the sanitary state of the North Wales Training College, and more particularly to the late prevalence of typhoid fever in the college, I am happy to be able to inform you that I consider that the college was never in a better sanitary state than at present. The new water supply is excellent in quality and quantity. The new drainage works are almost completed, and will no doubt greatly benefit the college.

"The cause of the outbreak of fever in the college was, I have no hesitation in saying, a deficient and impure supply of water, together with an offensive smell from a sewer emptying itself at high water into the sea, at low water on to the sea-shore in the immediate neighbourhood of the college. These causes having been, or in rapid progress of being removed (the drainage works not being quite completed), I have every reason to believe that the college will not only escape any such visitation for the future, but will be as healthy as any such institution in the country.

"ROBERT ARTHUR JONES, Medical Officer."

The staff was the same as last year.

Theological discussions as to the teaching of the Principal had caused much agitation. As far as my observation went he gave excellent instruction to the students, and his complete devotion to them and his work had secured their respect and affection.

I thought it a great misfortune that local jealousies and party feelings should have been stirred up to interrupt a good and honest work.

Mr. Boucher had been somewhat unceremoniously dismissed from his office, and had appealed to the Visitor, the Archbishop of Canterbury, who has, I believe, since decided that he had no jurisdiction in the matter. What the result of the discord may be is uncertain, but it must be very injurious to the work of training.

The subject was discussed at the meeting of the Board, as well as the sanitary question.

The members of the Committee present were—

F. Mainwaring, Esq., M.P., Chairman.

Rev. Constable Ellis.	Rev. J. Vincent, Vicar of Carnarvon.
Rev. H. Glynne.	J. Whitehead, Esq.
Archdeacon Wynne Jones.	Canon Wynne Williams.
J. Turner, Esq.	Rev. Chancellor Williams.

At the examination of students at Christmas 1867—

Ten 1st year students did well in catechism and liturgy, arithmetic, reading. They were below a fair standard in Holy Scripture, grammar, composition, school management, history, geography, economy.

Nine 2nd year students did well in Holy Scripture, catechism and liturgy, mental arithmetic, composition, school management, reading, geography, Euclid, economy, music, and teaching. In no subject did they fall below a fair standard of proficiency.

The total cost was 1,228*l.* 7*s.* 5*d.*, or 55*l.* 16*s.* 8*d.* per head.

The income was 1,430*l.* 7*s.* 1*d.*, of which the Government gave 1,003*l.* 17*s.* 11*d.*, and the National Society 400*l.*

CARMARTHEN OR SOUTH WALES TRAINING COLLEGE FOR MASTERS (NATIONAL SOCIETY'S).

I visited this college, accompanied by Mr. Binns and Mr. Pryce and Mr. Hamilton, in May 1867.

The late principal, Rev. Canon Reed, had retired, and the local council had agreed to leave the Vice-Principal, Rev. H. Mather, in office as acting principal till the end of the year.

The alterations in the premises and substantial repairs which were suggested in special report were under consideration.

There were no alterations in terms of admission or in the staff beyond what I have already mentioned.

There were 33 students in residence; 14 had resided less than a year; 19 more than a year. Some preparatory students are included who pay their own fee of 23*l.* per annum.

They seemed to be efficiently instructed, and were well employed industrially in cultivating the garden which had been occupied by the late principal. The meadow land had been let for 23*l.* per annum. The grounds and lawns were in excellent order.

At the Local Council meeting, which was well attended, as reported in special report, the state of the college was discussed, and all matters which had been the subject of correspondence were settled.

At Christmas 1867 the result of examination was as follows :—

1st year (12). The students did well in catechism and liturgy, arithmetic, school management, reading, geography; in grammar and composition they were below a fair standard.

2nd year (17). The students did well in catechism and liturgy, arithmetic, composition, reading, geography, economy and teaching; in grammar they did not show proficiency.

The cost of the college was 1,940*l.* 10*s.* 8*d.*, or 55*l.* 8*s.* 10*d.* per head. The income was 2,142*l.* 0*s.* 6*d.*, of which the Government gave 1,164*l.* 2*s.* 11*d.*, and the National Society 400*l.*, besides special grants amounting to 378*l.* 18*s.* 7*d.*

CHELSEA, ST. MARK'S (NATIONAL SOCIETY'S), TRAINING SCHOOL FOR MASTERS.

I visited this college with my colleague, Mr. Tinling, in June and November 1867.

We found in residence 100 students, 48 in their first year and 52 in their second year of residence.

There were returned as number of students entered since 1841, 810, and the number known to be now acting as teachers is returned as 542.

With respect to the comparison made of these numbers the principal furnished me with remarks which should be here recorded. It should be remembered—

1. That no pupil-teachers began to enter till 1851.

2. The registers show that 181 students were received into training before 1851.

3. Thirty or forty ex-students are dead, but are included in the number 810.

4. No grants on certificated teachers were received from Committee of Council till 1848.

5. Since 1851, when Government grants first began to be made on a large scale the numbers admitted (excluding present residents) has been 629.

6. It is only with this number 629 that the number 542 of acting teachers should be compared.

Without agreeing to the full conclusion, it is clear that if these facts are disregarded a false impression might be drawn as to the disposal of public grants.

The paper printed in last year's report, pp. 410–414, was, as I am informed by Mr. Coleridge, drawn up by him shortly after the opening of the college.

The staff continued as in my last report, with this exception, the Rev. J. J. Mercier had retired, and his place was filled by Mr. O. Breden, a former student, who had distinguished himself at the Christmas examination, and subsequently taken the upper school under the normal master.

Mr. Breden is an excellent lecturer and a great acquisition to the college as an officer, able to give efficient aid in instruction in several departments.

Some alterations have been made in the normal department, which are thus returned to me:—

"The system pursued in the practising schools remains, with a few trifling modifications, the same as described in my last two reports.

"The great draw-back in schools of this kind is the frequent change in the staff of teachers. Each student teaches at three different times during the year, and never for more than a fortnight at once. This is probably the best arrangement that can be made for the students, both in respect to their studies at the college and their professional training at the schools. But to make this arrangement the least disadvantageous to the school children, the greatest care is required, to secure uniformity of method and continuity of work. It fortunately happens that the steps necessary for this purpose are well calculated to give the students a thorough practical knowledge of the methods we consider best.

"Until the first-year students have had sufficient opportunities of making themselves acquainted with the mode of teaching adopted in our schools they are not employed as teachers. The following is the plan pursued in preparing the junior students for their work in the schools:—

"In the early part of the year the normal master gives two lessons weekly in the presence of the students in illustration of his remarks on the method of teaching a particular subject. The students take notes while the lecturer is thus engaged, and afterwards write out an account of the lessons they have heard and the directions they have received.

"From this it will be seen that, first, directions are given orally; secondly, they are illustrated by lessons given before the students; thirdly, they are reproduced by the students in writing; and, lastly, applied by them in actual school work.

"Continuity of work is secured by the master of each school, who draws up a programme of lessons showing the exact parts of each subject to be taught by the student during the time appointed for him to teach."

C. Sherwill Dawe,
Normal Master.

The details given in my last report sufficiently describe the college system.

I have only to add that the students have been formed into a company of volunteers, and I saw them go through some of the exercises. They seemed to me to do extremely well, considering the short time they had been drilled by a serjeant.

At Christmas 1868 the result of examination was as follows:—

1st year (49).—The students did well in catechism and liturgy, arithmetic, reading, history, and music.

In no subject did they fall below a fair standard of proficiency.

2nd year (51).—The students did well in Holy Scripture, catechism and liturgy, arithmetic, mental and paper, grammar, composition, school management, reading, geography, economy, and teaching.

In history they did not come up to a fair standard.

The whole cost of the institution for 1867 was 5,297*l.* 17*s.* 6*d.*, or 52*l.* 19*s.* 7*d.* per head.

The income was 6,179*l.* 10*s.* 10*d.*, of which the Government gave 3,723*l.* 6*s.* 8*d.*, and the National Society 800*l.*; besides an exhibition of 20*l.* from the Norris Fund.

CHELTENHAM TRAINING SCHOOL FOR MASTERS.

This normal school was inspected by Mr. Byrne and me in September 1867. We found 62 students, 31 in each year of residence. The accommodation is for 106. Since 1847 947 students have been admitted into training; an inquiry into their present occupation and situation is being prosecuted. It will evidently require much time and correspondence.

The buildings were in excellent order, a considerable outlay had been made during the year.

The staff of officers has been subject to some change. Mr. Ross and Mr. Sutcliffe after many years of labour in this work have retired, and one master, Mr. W. Brownlow, has been appointed, he takes history and geography as his subjects. These were formerly assigned, one to Mr. Ross, and the other to Mr. Sutcliffe. The diminution in the number of students would have justified a diminution in the number of teachers, but in this case there is actually no diminution, for Mr. Ross and Mr. Sutcliffe were also employed in the training school for mistresses, and their posts have been filled up by giving one teacher who lectures only at this training school, and another who teaches in St. Mary's Training School. There has thus been a re-distribution of work rather than a reduction of staff. Mr. Brownlow's method and exposition showed care and good judgment, and give promise of considerable usefulness when he has become familiar with his work.

The practising schools were to be modified before our next inspection, making the whole of the school available for normal college purposes. I suggested that perhaps the authorities might find it practicable to give their students some opportunity of learning to manage evening classes. When these colleges are situated in towns, as they generally are, and if the practising school buildings are contiguous to the college, I think it is an advantageous opportunity not to be neglected. The board promised to consider this with the Principal. The Committee of Management, called the "Executive Sub-Committee," is thus composed,—

Chairman, *Rev. Dr. Walker, Vicar of Cheltenham.

The Rev. R. E. Blackwell.	*W. Gardner, Esq.
W. C. Bernard, Esq.	Rev. G. P. Griffiths.
Rev. G. W. Chamberlain.	F. Hort, Esq.
*Baron du Bois de Ferrieres.	General McCausland, C.B.
*Rev. J. Emeris.	E. L. Newman, Esq.
Rev. J. F. Fenn.	Rev. J. T. C. Saunders.
Rev. T. V. French.	R. R. Whitehead, Esq.
Rev. J. F. S. Gabb.	R. Woosnam, Esq.

*Rev. G. P. Griffiths, Hon. Sec.

Those gentlemen whose names are marked * attended the meeting.

I was glad to find by Mr. Gill's report that he gives fortnightly lessons before a class of students, "Not," he says, "as a model for imitation "so much as an illustration of principles and methods expounded in the "college class-rooms." I hope they will not, however, be disregarded

under the aspect of models for imitation, for I have not known many teachers who can give a lesson as well as Mr. Gill.

The examination of the students at Christmas 1867 gives this result—

1st year (30).—The students did well in catechism and liturgy, mental and paper arithmetic, composition, reading, Euclid, and music.

In no subject did they fall below a fair standard.

2nd year (29).—The students did well in Holy Scripture, catechism, and liturgy, mental and paper arithmetic, grammar, composition, school management, reading, economy, music, and teaching.

In history they did not show a fair standard of proficiency.

The total cost for 1867 was 3,516*l.* 19*s.* 2*d.*. or 57*l.* 13*s.* 1*d.* per head.

The income was 3,537*l.* 16*s.* 7*d.*, of which the Government gave 2,544*l.* 13*s.* 11*d.*

CHESTER DIOCESAN TRAINING SCHOOL FOR MASTERS.

This college was visited by me in June.

There were in residence only six students, four in their first year and two in their second year of residence.

The accommodation is for 70 students.

One student had left from illness since my last visit.

There was little alteration in the buildings or in the teaching staff. All the officers returned in my last report being still engaged in teaching these few students and the science school, except Mr. Sale, who left at Christmas 1866, and his place had been supplied by temporary appointment.

The proportion of expense charged to the normal department is according to the number of students and the time given for their instruction.

The instruction in all branches continued as in the former years.

The terms of admission were as follows:—

For first year of residence, if in 1st class at admission examination, 4*l.*; if in 2nd class, 5*l.*; for second year of residence, if in 1st class, 2*l.*; if in 2nd class, 3*l.*; and if not admitted on the government list, 25*l.* per annum. This was in force till January 1867. In the course of 1867 this plan was cancelled, and the following condition was advertised in the National Society's monthly paper for May 1867:—

"Twenty candidates passing the government admission examination in December 1867 will be provided with board, lodging, and tuition free of charge for the two years. To such of these as are placed in the 1st or 2nd class in December 1868 will be given an exhibition of 1*l.* per quarter in the second year, and to such as are placed below the 2nd class, one of 10*s.* per quarter.

"The selection of the 20 will be according to the order in which the names are *formally* entered for admission. This entrance will be considered complete on receipt of the required certificates and engagement. Students after the 20 above named must pay on admission 5*l.* for the two years' course."

Under these conditions 10 students entered the college for the year 1868.

The Board of Management consists of the following noblemen and gentlemen:—

The Bishops, Deans, and Chancellor of Chester and Manchester; the Archdeacons of Chester, Liverpool, and Manchester; the Revds. A. Campbell, G. Heron, R. A. Whittaker, R. Durnford, E. J. Hornby,

Canon Hopwood, J. Thornycroft, W. Quekett; Hon. and Rev. G. T. O. Bridgman; Rev. E. Clayton, and A. T. Parker; and J. J. Blackburne, Esq., H. Banner, Esq., J. Stewart, Esq., C. Potts, Esq.; Col. Wilson Patten, M.P., Lord Egerton of Tatton, G. Greenall, Esq., M. P.; T. H. Lyon, Esq., R. A. Cross, Esq.

There were present at the meeting of the Board, Archdeacon Greenall, Rev. G. Heron, and C. Potts, Esq.

The prospects of the college were discussed, and the measures to be taken to increase its usefulness as a training institution. The report I had given in the last volume of Minutes was also under discussion.

I had said in the previous report (*Minute* 1866-67, p. 409) that the science school increases as the college side decreases. This is not accurately put. I find that the number of science scholars does not pass a certain defined limit (50), and that the college is this year (1867) empty to the extent of the difference between the actual number of residents and the number which the college side of the buildings will accommodate. I was also informed that there would never be any obstacle to the whole of the building being filled with normal students if the number of applicants should be equal to the number who can be received.

With respect to a remark in my last report, the principal repudiated the idea that there was any want of attention on his part, or that of the staff to the normal students. Still I think that there must be less sympathy, when the pupils come from a distant diocese and seek appointments on their own account without reference to the principal, than there would be between the college authorities and men belonging to the diocese, who look to the principal to place them after they have passed their examination. In the former case it is clear that less moral influence has been gained over them.

In my interview with the Board, Archdeacon Greenall, Rev. G. Heron, and C. Potts, Esq., the trust deed under which the college is constituted was produced and read, and I ventured to touch the delicate point of the employment of any funds arising from profits of the science school. I suggested that if there were any such fund it would be advisable in the interest of the training school to make grants to some of the best schools in the county or diocese in aid of payment to pupil-teachers after their third year (as that has been found to be the time when the difficulty of retaining their services has led to the cancelling of indentures (*Min.* 1866–7, pp. ix., x.), so as to secure their services to the schools, and also their subsequent entrance at the training college.

On comparing the plan of the site with the actual holding it appears that additional land has been purchased. The area now belonging to the trustees is larger than was shown in the plan attached to the deed of foundation.

The question of admission of candidates at Christmas to the examination had been the subject of correspondence with the office, with respect to those candidates who wish to enter some other college but offer themselves for examination at the college nearest to their abode. The principal maintained that for the discipline of the institution it was necessary to decline them, and he made no objection to the plan which I mentioned as a possible alternative, viz., that if the college could not give the requisite accommodation, a room might be hired in the city for the examination, to which all alike might resort, the expense incurred being deducted from the grant to the college. He said he should prefer this plan to the being compelled to receive examinees who had no intention of entering the Chester College.

A correspondence on this subject took place at the close of 1867, and arrangements were made with the office. The college suffered a great loss at the end of the year, in the death of Archdeacon Greenall,

who had from the first been a warm and active supporter. His constant attention to the management of the college, and his unostentatious but liberal munificence deserved to be commemorated in some permanent manner.

The examination of the students at Christmas 1867 gave the following result:—

1st year (4).—The students did well in Holy Scripture, reading, arithmetic, history, economy, and badly in mental arithmetic, grammar, school management, geography, Euclid, music.

2nd year (1).—The student did well in Holy Scripture, arithmetic, composition, reading, geography, economy, music, and teaching, and badly in catechism and liturgy, mental arithmetic, grammar, school management, history, and Euclid.

The expenditure was 796*l.* 11*s.* 2*d.*, or 159*l.* 6*s.* 3*d.* per head.

The income was 796*l.* 11*s.* 2*d.*, of which the Government gave 272*l.* 5*s.*

CULHAM (OXFORD DIOCESAN) TRAINING COLLEGE FOR MASTERS FOR THE ASSOCIATED DIOCESES OF OXFORD AND GLOUCESTER AND BRISTOL.

This college was inspected by Mr. Bellairs and me in October 1867. We found 44 residents; 19 had not resided one year; 22 had resided more than one year and less than two; three had resided more than two years. The accommodation is for 100, and there are 90 furnished dormitories.

The staff is composed as follows, all except the principal having been appointed since our last visit:—

Rev. J. Ridgway, M.A., Oxon., Principal -	Lectures	13	hours per week.
Rev. C. Gray, B.A., Camb., Vice-principal	„	22	„
Thos. Eley, C. T. (December 1866) Normal and Music Master - - - -	„	16	„
Joseph House, C. T. (December 1866), Tutor - - - - -	„	18	„
All these constantly employed.			
Mr. J. Bentley, drawing - - -	„	3	„
Mr. F. W Pacey, teacher of the organ -	„	6	„
Occasionally employed.			

We heard all the officers teach; those who were new to the work showed it by their method, but Mr. Gray was somewhat above the standard required for these men, and the other masters had formed, we thought, too low a view of what should be effected by lectures. If they stop long enough to be familiar with the work they may become very useful and efficient officers. I think it would be better to have men of more experience than the tutor and normal master for these offices, but there are some advantages in getting those who are fresh and looking forward to advancement.

The proposal to receive apprentices, mentioned in p. 421 of last report (*Min. of Council*, 1866–67) has been withdrawn, and also the offer of exhibitions to candidates who have been examined elsewhere than at Culham.

The practising school was in good order, and great pains evidently had been bestowed to make the most of it. I subjoin here the scheme of normal work which was adopted.

SCHOOL MANAGEMENT REPORT.

1. Each student has his term of teaching in the practising school. There are always four teachers employed at a time, viz., two from the second and two from the first years. Each student has, during the course of his training, to teach *each* class, and the second year men are, in turn, held responsible by me for the discipline and conduct of the whole school. Each teacher has to keep for himself a *class register* while in school, which register is passed on to his successor.

At the close of every day each teacher has to register the amount of work he has done, the class he has been teaching, and the time devoted to each subject. While in school each teacher has also to prepare notes of and give a special lesson subject to my criticisms, which criticisms are preserved to be compared with those of his next lesson. I, myself, in addition to giving criticism lessons, occasionally give on the average two model lessons a day, thereby taking each student's class at least three times per week. While giving my model lessons a teacher is required to watch and take notes of my plan of procedure, and is afterwards required to give a lesson in a similar manner.

2. Besides having a staff of teachers in school a second year student in rotation is always present, and has consequently opportunities of examining the arrangements of the whole school, and who takes notes, not merely on the general routine, but of the model lessons given by myself, and the methods adopted in giving them, the apparatus and the requirements of each class and the tasks to be prepared by the scholars. His notes are afterwards formed into a report or essay and given for my inspection, accompanied with drawings of furniture, apparatus, diagrams, and ground plan of school.

3. At least four *criticism lessons* are given a week, two on Monday and two on Thursday afternoons. On the former day students of the second year criticise, and on the latter those of the first year. Those who give the lessons are required to prepare notes and place them for my inspection two days beforehand. Each lesson (inclusive of criticisms) lasts about 40 minutes. Whilst a lesson is being given students are making notes on scrap paper on the good and bad points of the lesson, and these notes are afterwards transferred to exercise books especially for that purpose. When the lesson has been given two students are called upon to criticise, and afterwards any student is allowed to ask questions or remark upon any part of the lesson. I then compare the method pursued by the teacher with the principles and directions given in my lectures on the art of teaching, and then the Rev. the Principal sums up with comparing the remarks made and suggesting such hints as he may deem necessary.

4. Five lectures are given per week on the art of teaching, three to the second and two to the first years, each lecture lasts an hour. Such lectures are first given as elucidate the general principles upon which all knowledge is based, and next those which indicate the methods used in teaching elementary subjects. The second year's course of lectures bear especially upon registration, the different methods of organizing an elementary school, and the requirements of the Revised Code.

THOMAS ELEY, Normal Master.
JAMES RIDGWAY, Principal.

Culham College, October 7, 1867.

The college, both sleeping and class rooms, were thoroughly clean and wholesome, great attention having been paid to this matter.

The "exceptions" which I referred to in my last report were not in any way connected with the management of the buildings by the college officers and servants, but were detected by the vigilance of the superin-

tendence. It is due to the executive of the college that I should notice this as the paragraph was misunderstood, as reflecting on their want of care, a meaning which I never meant to convey.

At a meeting of the Committee all these matters were discussed. This Committee consists of—

*The Archdeacon of Oxford.	*The Vicar of Abingdon.
The Warden of All Souls.	The Vicar of Culham.
*Rev. W. J. Butler.	Rev. W. C. McFarlane.
Rev. T. Evetts.	Rev. J. L. Gibbs.
Rev. J. C. Clutterbuck.	Rev. J. A. S. Hilliard.

Secretary, *Rev. J. Slatter.

Those gentlemen whose names are marked with * attended the meeting. I noticed that there was a total absence of laymen, but was answered that on the general Diocesan Board there are the names of several laymen, but on this sub-committee for managing the college it had been found impossible to get lay members to act by attending the meetings.

The examination at Christmas 1867 gave this result :—

1st year.—The (18) students did well in catechism and liturgy, arithmetic, reading, history, music; in Holy Scripture, grammar, geography, they fell below a fair standard.

2nd year.—The (20) students did well in Holy Scripture, catechism and liturgy, arithmetic, composition, economy, and music; in no subject did they fail to show a fair standard of proficiency.

The whole cost was 2,434*l.* 10*s.* 3*d.*, or 54*l.* 2*s.* 0*d.* per head.

The income was 2,434*l.* 10*s.* 3*d.*, of which your Lordships gave 1,723*l.* 4*s.* 11*d.*, and the National Society 120*l.*

DURHAM DIOCESAN TRAINING SCHOOL FOR MASTERS.

I visited this college with Mr. King in September and October. We found 35 students in residence, 20 had resided less than one year, 15 more than one year. Four of the first 20 were in a preparatory class, paying at the rate of 22*l.* per annum.

The staff of teachers was the same as last year.

As to the situations obtained by the students who went out last Christmas. Every student was at once in full employment, and at the following gross stipends :—

No.	£	No.	£
1	75	8	90
2	100	9	80
3	90	10	110
4	80	11	†65
5	90	12	100
6	85	13	80
7	95		

The above will show, first, that the *demand* for masters is brisk, inasmuch as all the outgoing masters were immediately placed, and a large proportion of them had been engaged long before they left the college. Secondly, that the profession holds out excellent prospects to young men, inasmuch as these young men have all obtained immediate employment at an *average* income of not less than 90*l.* a year.

The arrangements made for special instruction in teaching being of a peculiar kind I have given them in full.

† An assistant mastership.

MEMORANDUM regarding the EMPLOYMENT and TEACHING of STUDENTS in the MODEL SCHOOL.

The rule is for three students, one second year man, and two first year men, to teach in this school for one week at a time. The senior student, under the supervision of Mr. Syder, being in charge of the school.

Two days before the end of the foregoing week a list of the lessons he is to teach is given to each student; he is expected to prepare each lesson and to make written notes on three lessons at the least, and one lesson at the least is given under the immediate superintendence and criticism of Mr. Syder, and when found deficient Mr. Syder takes the lesson out of his hands and gives it in his presence as a model lesson.

Each master in the training college attends at least once during the week, when it is arranged that some student is giving a lesson on a subject taught by that master in the training college, and it is the rule for the vice-principal to superintend the arithmetic teaching on Thursday mornings. The principal generally attends either on Monday morning or Friday afternoon and criticises the religious teaching, generally concluding the teaching by a short model lesson on the subject in hand.

Criticism lessons are given on Wednesday and Friday mornings before the senior and junior students alternately, one of the masters of the training college being present, after which the criticisms are written out and read over with the students criticised.

A. R. ASHWELL,
Principal.

Durham Normal Training College,
October 1, 1867.

REPORT of the NORMAL MASTER on the METHOD of TEACHING employed by him in the TRAINING COLLEGE, DURHAM.

Four hours per week are devoted to actual instruction in the art of teaching. This time is equally divided between the students of the first and those of the second year.

The Course of Instruction in each year is regulated by the syllabus of the Committee of Council on Education.

1st Year's Course.—Hints on class management. Methods of teaching the ordinary subjects of elementary education, including geography, history, grammar. Methods of preparing notes of lessons, time-tables &c.

2nd Year's Course.—Instructions in higher matters of discipline, the management of a *school* as distinct from that of a class. Methods of securing regular and punctual attendance, methods of organization, including classification, registration, arrangements of school rooms, occupy the first term. The second is devoted to a consideration of the Revised Code, and its bearing upon the future work of my pupils, the reports of Her Majesty's Inspectors of elementary schools as presented annually in the Blue Book, &c.

Method of Instruction.—In the first year I generally dictate—as few students at the commencement of their term of residence are able to take satisfactory *notes* of a lecture—such notes as they can afterwards make use of. To practise them in this, I require analysis to be made in their note books of the lectures I deliver. The note books are periodically revised and corrected by me, and marked according to merit, E., G., F. G., etc.

In the second year I dictate in matters of special importance, such for instance as punishments. At other times I allow notes to be made of my lectures and sometimes resolve the class into a discussion class, for the ventilation of some particular theory of teaching, or the opera-

tion of some new minute. The revision of notebooks is less frequent in the second year, as the discipline of the first year renders it less necessary.

Before beginning a lecture I question the class on the subject matter of the preceding one, and go over again anything that has not been satisfactorily mastered. From time to time I give paper examinations, generally of two hours' duration, on the whole of the back work.

I do not base my lectures upon any particular text-book, although I encourage reference to them for particular things. The plans I recommend have all stood the test of practical experience, and I am able to vouch for the good working of them.

Notes of Lessons.—In addition to the actual lecturing my duties involve the revision of Notes of Lessons. This is generally done in the evenings or in other intervals of leisure. The notes are generally upon subjects prescribed by the masters of the practising schools, at other times upon a selection of my own. The students prepare them, collect and select the information, I then go carefully over the notes, pointing out errors in principle, defects of arrangement, &c. The students then embody my suggestions as they are able. Occasionally, but not often, the notes are subjected to a second revision. I endeavour to make the student rely upon himself as much as possible. From time to time as I am able I attend the weekly criticism lessons given by the students, and witness their work in the practising school. In each case I give the student privately the benefit of my opinion, taking care to point out the good features as well as the bad ones in his lesson. I occasionally give model lessons, before the students, to a class of boys from the practising school, generally choosing for my lesson a subject of kindred nature to one which I have reason to suspect has been handled imperfectly a short time before.

In common with the other masters of the institution I attend the lessons given by the students in the practising school, upon the subjects for which I am responsible as lecturer.

To practise my pupils as much as possible in notes of lessons I frequently devote the first quarter of an hour of my lecture to the drawing up of notes by the class upon some portion of the subject. I had required them previously to master history, geography, grammar, etc. I go round among the men while they are at work, and point out improvements, and afterwards cause model notes to be circulated among them.

Such is a general outline of the plan pursued by me in the normal work of the Durham Training College.

The model or practising school seemed to be in an efficient state, and I was present at a reading and music evening to which the parents of the children were invited. I concluded from the attendance and from the interest taken in the proceedings that the school was popular and likely to be very useful.

The sub-committee of management of the training school consists of—

Chairman.—The Dean of Durham.

The Archdeacon of Northumberland.	J. F. Elliott, Esq.
*J. Fawcett, Esq.	Rev. G. E. Green.
W. Henderson, Esq.	Rev. J. Cundill.
*Rev. C. T. Whitley.	*Rev. J. D. Eade.

The gentlemen whose names are marked (*) were present. The dean, who is generally in the chair, was prevented by domestic affliction from occupying it on this occasion.

The results of the Christmas examination show that—

In 1st year, the 19 students did well in catechism and liturgy, composition, reading; in grammar they did not come up to a fair standard.

In 2nd year (11) they did well in Holy Scripture, catechism and liturgy, mental arithmetic, composition, school management, reading, geography, economy, and teaching; in history and Euclid they did not come up to a fair standard of proficiency.

The total cost of the college was 2,246*l.* 8*s.* 5*d.*, or 66*l.* 1*s.* 5*d.* per head. The income was 2,088*l.* 11*s.* 11*d.*, of which the Government gave 1,442*l.* 14*s.* 3*d.*, and the National Society 87*l.* 10*s.*

EXETER DIOCESAN TRAINING SCHOOL FOR MASTERS.

I inspected this college in September. There were 32 students in residence (the number of furnished dormitories being 48), of these 19 were in their first year of residence, of whom two were private students, living at their own expense.

The health and conduct of the young men were good. The staff is the same as I reported last year. The vice-principal was ill in the spring of the year and his work was undertaken by the other masters and by the principal. No other interruption of ordinary routine had occurred.

The practising school at Heavitree I found in excellent order. The boys remarkably clean and neat and well conducted, and the great improvement in the school is very creditable to Mr. Larcombe the master.

No change has taken place in any of the arrangements for admission.

The committee of management consists of a large number of persons, both official and elected members. The Dean of Exeter, the Canons Residentiary, the Archdeacons of the diocese, the Lecturer on Theology and Ecclesiastical History, the Honorary Treasurer and Honorary Secretaries and 30 elected members.

There were present:

Rev. Canon Cook, Rev. Canon Lee, Sir J. Kennaway, Rev. R. H. Fortescue, Rev. J. C. Rowlatt, and Rev. J. Corfe, Secretary.

The Christmas examination showed that in the first year 16 students had done well in catechism and liturgy, arithmetic, reading; in grammar they did not come up to a fair standard.

In the second year the 13 students had done well in Holy Scripture, catechism and liturgy, mental and paper arithmetic, grammar, composition, school management, reading, history, economy and teaching; in no subject did they fall below a fair standard of proficiency.

The cost of the training for 1867 was 1,922*l.* 3*s.* 5*d.*, or 60*l.* 1*s.* 4*d.* per head.

The income was 1,731*l.* 3*s.*, of which the Government gave 1,230*l.* 10*s.* 3*d.*

PETERBOROUGH (ST. PETER'S) TRAINING COLLEGE FOR MASTERS FOR THE DIOCESES OF PETERBOROUGH, ELY, AND LINCOLN.

This college was inspected by Mr. Blakiston and me in October 1867. We found 34 students in residence, 15 who had been less than one year in the college, and 19 more than one year. Their general conduct and behaviour were very commendable. The health of the college had been good, with the exception of the month of August, when the inmates generally suffered from some defect of drainage. I was assured by the medical officer that this had been properly attended to, and all future risk prevented.

The staff was the same as in former years, with some changes impending.

The want of a class-room in the practising school remains a serious hindrance to its good management.

The committee of management consists of 10 lay members, noblemen and gentlemen, and 10 clergymen; and there are six secretaries.

The only gentlemen who met us were the Rev. — Campbell (whose name does not appear on the list of the committee) and the Rev. R. S. C. Blacker, secretary. The Dean of Peterborough was detained by cathedral business.

The result of Christmas examination is this:—

1st year (15).—The students did well in catechism and liturgy, arithmetic, history, Euclid. In economy they were below a fair standard.

2nd year (15).—The students did well in Holy Scripture, catechism and liturgy, arithmetic, composition, school management, reading, geography, Euclid, economy, teaching. In history they fell below a fair standard of proficiency.

The cost was 2,066*l.* 2*s.* 1*d.*, or 60*l.* 15*s.* 4*d.* per head.

The income was 2,257*l.* 15*s.* 5*d.*, of which the Government gave 1,567*l.* 18*s.* 11*d.*, and the National Society 82*l.* 10*s.*

SALTLEY TRAINING SCHOOL FOR MASTERS FOR THE DIOCESES OF WORCESTER, LICHFIELD AND HEREFORD

This training school was inspected by Mr. Capel and me in July 1867. We found the buildings in very good order, a fair outlay having been made upon them, and improvements made in ventilation.

We found 74 students in residence, 26 in their first year, 48 who had resided more than one year. Excluding these 74, 402 students have been received into training for not less than one year since 1852, the date of establishment. Of these 305 were known to be acting as teachers.

The staff of teachers was the same as last year.

The practising schools and model school plans had been approved by the Committee of Council. There was some small difficulty about the exact site, which has probably been settled before now; but nothing had been done in building at the time of our visit.

The instruction of the students seemed efficient, and the drill of the volunteer corps good.

No special subject was suggested for discussion or inquiry.

At the meeting of the board Lord Leigh, Hon. Mr. Bagot, Rev. B. M. Smythe, G. Bacchus, Esq., J. Malins, Esq., Rev. R. Boyle and others attended.

The examination at Christmas gave the following results:—

1st year.—The 32 students did well in catechism and liturgy, arithmetic, reading, Euclid. In no subject did they fail to come up to a fair standard.

2nd year.—The 41 students did well in Holy Scriptures, catechism and liturgy, arithmetic, composition, school management, reading, geography, Euclid, economy, and teaching. In no subject did they fall below a fair standard of proficiency.

The total cost for 1867 was 4,050*l.* 2*s.* 5*d.*, or 54*l.* per head.

The income was 4,228*l.* 9*s.* 10*d.*, of which the Government gave 3,082*l.* 19*s.* 5*d.*, and the National Society 180*l.*

WINCHESTER DIOCESAN TRAINING SCHOOL FOR MASTERS FOR THE DIOCESES OF WINCHESTER AND SALISBURY.

This school was inspected by Mr. Warburton and me in October. We found 28 students in residence; 15 had resided less than one year. The number of furnished dormitories is 40. Since 1840 345 young men have been admitted for training in this college.

The conduct and health of the students were good.

All about the college was in good order.

The staff of officers was the same as in my last report, with one exception, Mr. Adams has retired, and has been succeeded as master of practising school and lecturer on method by Mr. Richmond G. White; this change had not been made long.

The practising department was well discussed. It is not as perfect as could be desired, but arrangements were proposed for making another large school in the city a practising or model school, so that the students might have a little more experience of school work. I hope this will be carried out in 1868.

The steady and judicious work done here continues, and there is nothing of a special character to mention. At the meeting of the board in the Chapter House there were present:—

The Archdeacon of Winchester.	Rev. The Head Master of Winchester College.
The Archdeacon of Surrey.	Rev. The Rector of St. Michael's.
Rev. Canon Woodrooffe.	W. Williams, Esq.
Rev. Canon Carey.	Rev. G. A. Seymour.
Rev. The Warden of Winchester College.	Rev. Thomas Bacon, Hon. Sec.

The examination at Christmas 1867 showed that—

In first year the 12 students examined had done well in catechism and liturgy, arithmetic, reading, music; but did not reach a fair standard in Holy Scripture, grammar, and economy.

Of the second year 13 were examined. They did well in Holy Scripture and liturgy, school management, reading, and teaching; but in history, music, they failed to show a fair standard of proficiency.

The total expenditure was 1,465*l.* 9*s.* 1*d.*, or 54*l.* 5*s.* 6*d.* per head.

The income was 1,507*l.* 17*s.* 1*d.*, of which the Government gave 951*l.* 4*s.* 2*d.*, and the National Society 62*l.* 10*s.*

YORK AND RIPON DIOCESAN TRAINING SCHOOL FOR MASTERS.

Mr. Watkins and I inspected this college in June. We found 41 students in residence. (There are furnished dormitories for 52, and the college was enlarged to accommodate 74 students.) 24 had resided less than one year.

They were well conducted and healthy. The college buildings were quite ready for the annual repairs and cleaning which takes place in the Midsummer vacation.

The staff continues the same as I reported last year, and in other respects there is nothing special to report.

The practising work is good. The model and practising schools keep their high character.

The sub-committee for managing this college consists of—

The Archbishop of York.	Rev. Canon Hey.
The Dean of York.	W. Gray, Esq.
The Canon in Residence.	H. S. Thompson, Esq.
Hon. P. Dawnay.	Rev. Canon Randolph.
Ven. Archdeacon Long.	Rev. Canon Cust.

The members who met us to confer on the state of the college were Canon Hey, Canon Randolph, and the Hon. P. Dawnay.

The examination at Christmas 1867 showed that the 25 students of 1st year did well in catechism and liturgy, mental and paper arithmetic, reading, and music; but in geography they fell below a fair standard.

2nd year (13).—Did well in catechism and liturgy, grammar, composition, school management, reading, and teaching; in music they failed to come up to a fair standard of proficiency.

The cost of the college for 1867 was 2,282*l.* 11*s.* 1*d.*, or 57*l.* 1*s.* 3*d.* per head.

The income was 2,282*l.* 15*s.* 9*d.*, of which the Government gave 1,894*l.* 19*s.* 6*d.*, and the National Society 95*l.*

REPORT, *for the Year* 1867, *by Her Majesty's Inspector, the* Rev. E. D. TINLING, *on the* CHURCH OF ENGLAND NORMAL SCHOOLS *for* SCHOOLMISTRESSES.

MY LORDS, London, March 1868.

I BEG to lay before you the report for the year 1867 of my inspection of the 14 Church of England normal schools for mistresses.

Very few changes of any moment have taken place in these normal schools since my visit in 1866. The same hearty earnest work pervades these institutions as in former years; and similar success attended the students at the late Christmas examination. The number of students present at my visit was 879, the number examined at Christmas was 871; of these 871 students, 415 were at the end of their second year of residence, and all passed: 456 were first year students, and of these only 2 failed.

The leading points which appear to me to be deserving of grave consideration are,—the present condition of these normal schools, and the number of students annually entering and leaving them.

Present condition of normal schools for mistresses.

At the present time the female training schools are as a whole in a very satisfactory condition. The staff of teachers is not only sufficient in numbers, but the teachers themselves are most earnest in their work, thoroughly interested in the success of their particular institutions, and well able to impart the required information to the students.

Syllabus.

No alteration has been made in the syllabus. The fact that the number of students who passed was 869 out of 871 examined, is a sufficient proof that the standard is not beyond the attainments which may be fairly demanded of all those who enter our training institutions.

In 1867 I reported that the cause of the deficiency in marks given for geography, which had been recorded year by year in the tabulated reports, would require to be discussed with the local authorities at my annual visits of inspection. This was brought before the local committee, and I am able to report that the examination passed in geography last Christmas was superior to that of former years.

English History.—At each training school during the past year I found the chaplain, and lecturer on history, anxious that the subject should be treated in a popular way, and willing to extend a knowledge of the progress of the country "in art,* wealth, and civilization;" at the same time to

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* Circular letter of Dec. 28, 1866.

notice "the national changes in food, clothes, dwellings, locomotion," &c., as far as the time allotted to the subject would allow. The questions at Christmas 1868 will be in strict conformity with the syllabus, though I propose, after farther discussion with the local authorities during the year, to add a final section to the history papers of 1868 which would give more scope for students and lecturers.

The full mark of the paper would be obtainable without any question being answered in the final section, whereas, if the reading of the students had embraced answers to any of the final section, the students would be allowed to omit one of the preceding sections, and answer a question in the final section in lieu of the earlier section.

Mental Arithmetic.—At one of the colleges where in 1866 the students failed in this subject, and where consequently the questions were objected to as requiring too great a strain upon the students, at Christmas 1867 the marks gained by the second year students were 57·89 per cent. excellent and good; whilst 31·58 per cent. were fair; and by the first year students 81·81 per cent. excellent and good; and 18·18 per cent. fair: a satisfactory proof that the cause of failure in 1866 arose from a want of attention to the subject.

Present amount of instruction and training essential.

I trust that nothing may be done to diminish the amount of instruction now given in our normal schools, and now required at our Christmas examination. I feel confident that a less amount of information on the part of the students, or a less amount of training than is now obtained by a residence of two years, would be insufficient to make really efficient teachers for the children of the poor. The urgent need there is that our teachers should be efficient is powerfully stated in the following paragraph from a memorandum on popular education by Sir James Kay Shuttleworth, Bart.:—

> "Whatever may be the sources whence the income of the schools may be derived, how abundant soever that income may be, under whatever management each school may be placed, by whatever local or central administration the inspection and regulation of schools may be conducted, and whatever may be the course of instruction intended to be given, all must fail to exert a civilizing influence on the people unless the teachers are in numbers, skill, and knowledge equal to the duty they have to discharge."

The result of the training as at present carried out is self-evident; with regard to the students themselves, an influence and a power for good has been obtained over the minds of these young persons; they have been taught to realize the responsibility of their position as school teachers, and they have been thoroughly well fitted by their education and training to undertake and perform the duties attaching to that office. The life and character of almost all these young persons testify to the careful moral and religious training

which they have received. Sir James Kay Shuttleworth bears strong evidence to the benefit of this training, whilst showing the guarantee which the certificate (the result of training) affords as to character.

"To have been five years an apprenticed pupil-teacher, whose whole conduct was under the eye of the teacher and the clergyman,—to have passed every year a stringent examination and obtained certificates of good conduct,—to have entered a training college after a searching examination, and to have pursued studies in it for two years, passing a further examination at the end of each year,—all this training under vigilant guardianship affords a warrant for reliance on character which the conduct of the teachers so educated has justified."

Numbers trained.

But it is my duty to report not only whether the students turn out to be good women and efficient teachers, but moreover whether their number is in some degree commensurate with the requirements of the country.

The returns made to me last year from the different normal schools show that 9,090 young persons have been admitted as students, including those who were in the year 1867 under training.

The authorities of the normal schools have found very great difficulty in tracing with any amount of accuracy the exact position of a very large body of these teachers after a given period of time.

Name of Training School.	Number of Students (excluding those in residence in 1867) received into Training since the opening of College.
Bishop Stortford	341
Brighton	309
Bristol and Gloucester	384
Cheltenham	690
Derby	279
Durham	159
Home and Colonial	3,023
Lincoln	99
Norwich	211
Ripon	151
Salisbury	610
Truro	129
Warrington	803
Whitelands	1,016
Total	8,204
In colleges in 1867	886
Total	9,090

Numbers under training.

The following table shows the number of students for which the training colleges were originally built, and which they are calculated to maintain with efficiency. Also the number

of students and preparatory students resident during the years 1865, 1866, 1867, and on March 1st, 1868:—

Names of Normal Schools.	Number of Students sanctioned in College.	Number of Students actually present in 1865.				Number of Students actually present in 1866.				Number of Students actually present in 1867.				Number of Students actually present on 1st March 1868.			
		2nd Year.	1st Year.	Preparatory.	Total.	2nd Year.	1st Year.	Preparatory.	Total.	2nd Year.	1st Year.	Preparatory.	Total.	2nd Year.	1st Year.	Preparatory.	Total.
Bishop Stortford	57	32	25	0	57	23	32	1	56	30	27	0	57	27	30	0	57
Brighton	46	27	19	0	46	19	27	0	46	24	22	0	46	22	24	0	46
Bristol and Gloucester	80	40	38	0	78	31	44	0	75	42	37	0	79	37	29	3	69
Cheltenham	50	31	27	1	59	20	37	2	59	30	26	0	56	26	33	0	59
Derby	42	20	24	0	44	23	20	0	43	19	22	0	41	21	21	0	42
Durham	46	16	29	2	47	27	18	0	45	17	15	2	34	12	17	0	29
Home and Colonial.	140	48	91	0	139	66	74	0	140	51	87	0	138	65	75	0	140
Lincoln	40	21	16	0	37	15	23	1	32	22	18	0	40	18	22	0	40
Norwich	40	19	21	5	45	21	19	0	40	19	21	0	40	21	19	0	40
Ripon	60	28	33	0	61	30	24	4	58	21	36	0	57	35	22	1	58
Salisbury	67	34	28	0	62	23	37	1	61	33	29	0	62	28	19	4	51
Truro	30	12	15	4	31	15	14	3	32	13	13	5	31	12	9	4	25
Warrington	100	48	50	0	98	47	53	0	100	50	49	0	99	46	47	4	97
Whitelands	107	53	54	0	107	53	55	0	108	53	53	0	106	51	56	0	107
Total	914	429	470	12	911	413	477	12	902	424	455	7	886	421	423	16	860

Note.—This table differs in three particulars from the table inserted by me in 1865. College at Brighton was built for 46; in 1862, by Art. 102*a*., the number 49 was sanctioned; chaplain and secretary claim that number should not exceed 46. Truro was built for 30. The chaplain at Whitelands considers 107 as a sufficient number for the buildings.

The colleges therefore when full are calculated to maintain in efficiency 914 students.

These students reside for two years in the normal schools, with the exception of 21 or 22 students at the Home and Colonial institution, who are permitted to leave at the expiration of the first year to undertake the charge of infant schools under Art. 99 *b*.

Estimated vacancies.

It would appear therefore that one half, *i.e.*, $457 + 21 = 478$ may be calculated upon as likely to leave the training colleges year by year, but there still remains a large per-centage to be allowed for, which is caused by the continued drawing off of individual students during the course of training through what may be fairly called "accidental circumstances," *e.g.*, sickness, &c., and this cannot be estimated at less than between 7 and 8 per cent.

We have then to calculate, if the training colleges are full in January of each year, that on the average there will be 478 students leaving after the Christmas examinations year by year, + the per-centage for "accidental circumstances," making a total of rather more than 500, and the same number of successful candidates would be required to make up these vacancies.

This calculation is made on the supposition of the numbers being equally distributed through the different colleges in each year; but the excess of any year in first or second year students may easily be computed on the same principle.

Vacancies at Christmas 1867.

At Christmas 1867, out of 424 students in their second year of residence who were actually present during the year, only 415 sat for examination (all of whom passed), and 22 students at the end of the first year also passed for infant schools from the Home and Colonial Institution.

We thus obtain the number of teachers, 437, who left our normal schools to enter on their elementary schools in January. We also arrive at the number of vacancies which existed at that period, viz., 437 + 9 = 446. But by reference to the appended table it may be seen that out of 455 students at the end of the first year in 1867 (reduced to 433 by the 22 first-year students already referred to from the Home and Colonial) only 421 were in training schools on March 1st, 1868. We have therefore 12 additional vacancies caused by "accidental circumstances" amongst the first-year students.

So that to fill the training colleges in January 1868 as they were filled in January 1867, the vacancies amounted to 437 + 9 + 12 = 458. But on January 1st, 1867, *vide* table, there was a deficiency of 28 students, besides 7 preparatory students, so that the vacancies at Christmas 1867 were 458 + 28 + 7 = 493.

Means of supply.

To supply these 493 vacancies, 513 candidates were examined at Christmas last; but I regret to find that the paper work was so imperfectly done that no less than 52 who had been pupil-teachers, and 33 non-pupil-teachers (total 85) failed, whilst 428 passed. Of this number 423 were admitted as students, leaving vacancies to the number of 70.

In four colleges 16 preparatory students have been admitted, but the "Circular to Training Schools (Preparatory Classes, Articles 107, 102, and 120) 22nd June 1865," withdrew all aid from this class of student after the year 1866. No grant will therefore be allowed for these students, and their number on this account must always be small, and cannot be relied upon.

At Christmas 1866 the number of successful candidates for admission was 496; at Christmas 1867 the number was only 428:—428 successful candidates to fill up 493 vacancies.

Failure in the candidates for admission at Christmas 1867.

I wish to call special attention to this very large number of female pupil-teachers (52) who failed at Christmas last to pass the examination for admission to our normal schools, for I am assured by the authorities in our training schools, that the candidates, who are admitted as students after examination, are in very many cases not nearly so well prepared as they were in former years.

I consider a clearer proof could not be given that many of

our female apprentices require more careful and more sound teaching during their apprenticeship.

Additional number of pupil-teachers in 1868.

The following table shows that the number of female pupil-teachers is beginning to recover itself, and that the supply in future years may again be commensurate with the demand.

FEMALE PUPIL-TEACHERS under apprenticeship on 31st December in each of the following Years :—

Year.	Years of Apprenticeship.					
	I.	II.	III.	IV.	V.	
1864 -	933	1,035	1,232	1,334	1,198	England.
	78	163	151	155	157	Scotland.
1865 -	1,033	968	1,014	1,104	1,232	England.
	110	95	138	168	152	Scotland.
1866 -	1,248	1,157	909	923	978	England.
	161	167	91	150	155	Scotland.
1867 -	1,525	1,252	1,081	825	817	England.
	210	210	155	97	140	Scotland.

Summary of report.

I would briefly sum up my report as follows:—

I. At the last visit of inspection the female training schools were in a thoroughly satisfactory condition, both with regard to the staff of officers engaged in superintendence and in teaching.

II. The instruction was on the whole sound and good, and the amount required altogether within the power of the students in residence.

III. The students themselves appeared to be a well-ordered and efficient body of young persons, and thoroughly fitted for the elementary teaching in our poor schools.

IV. Up to the present time more than 9,000 schoolmistresses have been trained in, and sent out from, our Church of England normal Schools.

V. Owing to the *in*-efficiency of the pupil-teachers and others examined at Christmas last, and also to the diminished number of apprentices a few years since, vacancies exist in our Church of England normal schools for mistresses to the number of 70.

I have the honour to be, &c.

E. DOUGLAS TINLING.

To the Right Honourable
The Lords of the Committee of Council on Education.

Special Reports.

BISHOP STORTFORD.

Visited on the 8th July and following days with the Rev. H. Robinson.

Officers.

No.	Names.	Duties.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
			£			
1	Rev. A. H. Blunt, B.A.	Chaplain and secretary - -	300	No.	No.	No.
2	Mrs. Bush -	Lady superintendent	100	Yes.	Yes.	Yes.
3	Miss Atkinson -	Governess - -	45	Yes.	Yes.	Yes.
4	Miss James -	Governess - -	45	Yes.	Yes.	Yes.
4	Miss Brown -	Governess - -	45	Yes.	Yes.	Yes.
6	Miss Claridge -	Mistress of girls' school - - -	40	Yes.	Yes.	Yes.
7	Miss Lockhart -	Mistress of infants' school - - -	35	Yes.	Yes.	Yes.
8	Mr. E. C. May -	Teacher of music -	80	No.	No.	No.

Results up to Year ending 31st December last (inclusive).

—	Number.	Average Salary offered to them on leaving the College.
Number of students proceeding from college after 31st December 1866 after a residence of one year.	2	
Number of students proceeding from college after 31st December 1866 after a residence of two years and upwards.	22	46*l.* 12*s.* besides furnished house or lodgings.
Dead - - - - - - - -	2	
Number of students (excluding those now in residence) received into training since 1852 (date of establishment).	341	
Number of students now known to be acting as teachers of elementary schools in Great Britain.	198	

Accommodation and Numbers.

Number of students which the building is at this time capable of accommodating, 57.

Number of students at this time in residence, viz.:—

—		Who have resided		Total.
		Less than 1 Year.	Between 1 and 2 Years.	
I. Students admitted pursuant to Article 107 - -	Who have been pupil-teachers -	26	28	54
	Who have not been pupil-teachers -	1	2	3
Total - - - - - -		27	30	57

This training school is very nicely managed, and much earnestness is exhibited by the different officers in their several departments.

Buildings very good.

The number of children present in the practising school: 68 in girls' school, 107 in infants' school.

There is a great interest shown in this institution.

Present at the committee, Revds. T. T. L. Bayliff, W. J. Copeland, C. Deedes, L. Deedes, W. Williamson, A. H. Blunt, R. Hanbury, Esq., John Arthur Houblon, Esq., and Rev. T. Woodward.

Finding that three students had left the institution from sickness, and that the report of the chaplain showed two deaths up to year ending 31st December last, I made special inquiries of the medical-attendant respecting the health of the students. His words to me were that "the "health of the students was on the whole good," and that "the work "in the training school is not more hurtful than any other work, nay, "10 per cent better."

July 10th 1867.

INDUSTRIAL WORK done by the STUDENTS in BISHOP STORTFORD TRAINING COLLEGE.

1. *Laundry.*—Wash small things; iron; mangle.

2. *Dining Hall.*—Arrange tables for all meals, including setting dishes, plates, cutting up bread and butter, carving, waiting at table, wash up.

3. *Training Room and Class Rooms.*—All work, except cleaning grates, lighting fires, and scrubbing.

4. *Dormitories.*—All work; no work done here by servants.

5. Each student in addition to the above-mentioned work fills some office, such as attending to the gas, fires, ink, &c.

July, 1867.

BRIGHTON.

Visited June 17, &c. with Rev. R. L. Koe.

OFFICERS.

No.	NAMES.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£			
1	Rev. H. H. Wyatt, M.A., chaplain -	80	No.	No.	No.
2	Miss Foster, lady superintendent -	80	Yes.	Yes.	Yes.
3	Miss Daniels, senior governess - -	60	Yes.	Yes.	Yes.
4	Miss Sykes, governess - - -	40	Yes.	Yes.	Yes.
5	Miss Prodgger, governess - -	40	Yes.	Yes.	Yes.
6	Miss Smith, teacher of school management and mistress of practising school - - - - -	45	Yes.	Yes.	Yes.
7	Miss Lyons, mistress of infant school -	35	Yes.	Yes.	Yes.
8	Mr. H. Spenser, teacher of music -	30	No.	No.	No.
9	Mr. T. White, teacher of drawing -	15	No.	No.	No.

RESULTS up to Year ending 31st December last (inclusive).

—	Number.	Average Salary offered to them on leaving the College.
Number of students proceeding from college after 31st December 1865, after a residence of two years and upwards - - - - - - -	27	40*l.* and furnished house.
Number of students (excluding those now in residence) received into training since 1841 (date of establishment) - - - - - - - -	309	
Number of students now known to be acting as teachers of elementary schools in Great Britain -	133	

ACCOMMODATION and NUMBERS.

Number of students which the building is at this time capable of accommodating, 46.

Number of students at this time in residence:—

—	Who have resided		Total.
	Less than 1 Year.	Between 1 and 2 Years.	
I. Students admitted pursuant to Article 107 - - { Who have been pupil-teachers -	21	24	45
I. Students admitted pursuant to Article 107 - - { Who have not been pupil-teachers -	1	—	1
Total - - - - - -	22	24	46

The buildings have been carefully surveyed, and put into good repair; several minor points of detail have been thoroughly carried out.

The lady superintendent is careful in the management and supervision of the students, and the governesses are able and efficient teachers.

The health of the students is well reported of. The practising schools, which form a part of the college, contained 93 children in the mixed schools, and 101 infants in the infant's schools.

The holidays are, at Easter, 10 days; Whitsuntide, 3 days; Midsummer, 44 days; Michaelmas, 3 days; Christmas, 28 days.

The only members of the committee whom I had the honour of meeting were the Rev. W. Fitzhugh, treasurer, and the Rev. H. H. Wyatt, chaplain.

I append an official letter upon the subject.

BRIGHTON TRAINING SCHOOL.

REV. SIR,

THE Rev. E. D. Tinling, Her Majesty's inspector, has reported to my Lords that the only members of the committee of your college who met him on the occasion of his last visit were yourself (chaplain and secretary) and the Rev. W. A. Fitzhugh (treasurer).

Mr. Tinling has appended to his report certain correspondence between himself and Mr. Fitzhugh, wherein the latter, although expressing his own regret at the absence of the other members of the committee at the time of the inspector's visit, accounts for it on the ground that the college having now come to its full growth and maturity is left by them to take care of itself, and (he adds) "there is certainly this reason for "their not attending, that there is seldom anything for them to do."

With regard to the general purport of this explanation, my lords have to remark that, as the government of the training colleges belongs neither to the Committee of Council (Article 14) nor to the resident officers (Article 5), there must always remain duties to perform which require from time to time the presence of third persons. Even if there prove nothing for them to do when they come, they cannot know that such will be the case without coming, unless, indeed, trustees might properly accept, at second hand, the assurance that an institution for the good government of which they had undertaken to answer was moving on its own wheels and required no frequent interference. The object, however, of this present letter is not so much to insist upon principles of management as to urge the request that as many as possible of your committee will endeavour to meet Her Majesty's inspector at his future visits.

If Her Majesty's inspectors in making their annual circuits to the various training colleges can confer with none of the influential persons whose names are on the committees of management beyond such one or two of them as may have executive duties to perform, it is obvious that not only are the means of establishing a cordial co-operation between the Committee of Council and the supporters of each college greatly curtailed by the loss of opportunities for making known and explaining their Lordships' measures and intentions, but the colleges themselves suffer for want of that subsidiary action* throughout their several counties or dioceses, which they might more often than at present obtain if the majority of the lay and clerical members of their committees carried home with them every year the information derived from witnessing some part at least of a thorough inspection, and from conferring personally with the inspector.

My Lords request that you will read this letter at the next meeting of your committee, and move the adoption of a resolution in accordance with its terms to be noticed in your next annual report.

I have, &c.

The Rev. H. H. Wyatt. (Signed) R. R. W. Lingen.

Industrial Work, Brighton, 1867.

The students make their own beds, sweep and keep their dormitories in order, wash up their mugs, their cups and saucers, and in every respect wait upon themselves, and to an extent upon the teachers; they also sweep and dust the lecture and dining rooms, and do a portion of the housework.

They go by turns into the kitchen, and they are employed in the laundry one day in each week for folding and ironing.

Brighton Dietary, 1867.

Sunday.—Cold boiled beef, potatoes, apple or other fruit pies.

Monday.—Hot roast beef, fresh vegetables and potatoes, plain pudding.

Tuesday.—Cold meat, raisin puddings, potatoes only for vegetables.

Wednesday.—Meat pies and potatoes.

Thursday.—Fish, cold meat, potatoes, rice or treacle puddings.

Friday.—Hot mutton, or veal, or pork, according to the season, potatoes, fresh vegetables, and plain puddings.

Saturday.—Pea or shin of beef soup, according to the season, cold meat or minced or hashed meat, potatoes, bread puddings.

For breakfast, tea or coffee, and bread and butter.

* Report of the Committee of Council on Education, 1862-3, p. xii., 1864-5, p. xxv. In the year 1866 the sum collected in churches or chapels for the 27 training colleges of the Church of England amounted only to 72*l.* 1*s.* 4*d.* Only five colleges show any return of income under this head; it is presumable, therefore, that no sermon was preached for the other 22. (Report 1866-7, p. 375.)

For luncheon, plain bread.
For tea, tea and bread and butter.
The supper is limited to a slice of bread and butter, cheese, or treacle, and a small mug of beer.

BRISTOL.

Visited with the Rev. Rice Byrne on the 13th May and following days.

OFFICERS.

No.	NAMES.	DUTIES.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
1	Rev. William Smith, M.A.	Principal and Chaplain -	250	No.	Yes.	Yes.
2	Rev. W. de Lancey Lawson, M.A. - -	Lecturer - -	Honorary.			
3	Miss Manly - -	Matron and Head Governess -	100	Yes.	Yes.	Yes.
4	Miss Windsor -	Assistant Governess - -	40	Yes.	Yes.	Yes.
5	Miss Thorne -	Assistant Governess - -	40	Yes.	Yes.	Yes.
6	Miss Jenkyn -	Assistant Governess and Mistress of method	40	Yes.	Yes.	Yes.
7	Miss Norris - -	Assistant governess - -	30	Yes.	Yes.	Yes.
8	Miss Mutter - -	Mistress of Girls' School - -	25	Yes.	Yes.	Yes.
9	Miss Collins - -	Mistress of Infant school - -	20	Yes.	Yes.	Yes.
10	Mr. Rootham -	Teacher of music -	25	No.	No.	No.

N.B.—The assistant governesses have an augmentation (of which the maximum is 16*l.*) varying according to the success of the students at the Christmas examination; and the schoolmistresses have a corresponding augmentation (of which 15*l.* is the maximum) dependent on the pence and government grants in the preceeding schools.

RESULTS up to year ending 31st December last (inclusive).

	Number.	Average Salary offered to them on leaving the College.
Number of students proceeding from college after 31st December 1866, after a residence of one year - -	2	Not known accurately.
Number of students proceeding from college after 31st December 1866, after a residence of two years and upwards - - - - - - - - -	31	
Number of students withdrawn *within* the year ending as above:— For illness - - - - - - -	2	
Number of students (excluding those now in residence) received into training since 1853 (date of establishment) - - - - - - - -	384	
Number of students now known to be acting as teachers of elementary schools in Great Britain - - - -	about 326	

ACCOMMODATION and NUMBERS.

Number of students which the building is at this time capable of accommodating, 80.

Number of students at this time in residence, viz.—

		Who have resided		Total.
		Less than 1 Year.	Between 1 and 2 Years.	
I. Students admitted pursuant to Article 107.	Who have been pupil-teachers	35	41	76
	Who have not been pupil-teachers	2	1	3
Total		37	42	79

A very important institution under a most earnest and energetic principal and chaplain. The lady superintendent has left since our visit in the summer.

The students gave evidence of much pains having been taken with their teaching in the practising schools; and the lectures given by the governesses were clear, accurate, and likely to be retained.

The buildings which are in themselves very complete were clean and in excellent repair.

The practising schools contained 54 girls and 96 infants.

Of the 31 students who completed their two years' residence in December 1866 ten students undertook the charge of infant schools.

The vacations are five weeks at Christmas (*i.e.* five weeks after the close of the Christmas examination, and therefore some of the officers have only four weeks vacation) and six weeks at Midsummer.

The greatest care and attention are paid to the teaching and training of the students.

The following members of the Committee met us on the occasion of our visit: T. O. Stevens, Esq.; W. Tanner, Esq.; Rev. Canons T. H. Browne, Coney, Rev. David Cooper, Rev. A. Peache, and Rev. Canon Moseley, and the Rev. the Principal.

BRISTOL and GLOUCESTER TRAINING COLLEGE, FISHPONDS, BRISTOL.

DIETARY TABLE for one Week.

	Breakfast.	Lunch.	Dinner.	Tea.	Supper.
Sunday	Tea or coffee with bread and butter.	Bread.	Cold roast beef and fruit pies or plum pudding.	Tea and bread and butter.	Cake, *i.e.*, seed loaf.
Monday	Do.	Do.	Roast mutton and Yorkshire or Sussex pudding.	Do.	Bread and cheese.
Tuesday	Do.	Do.	Boiled beef and suet pudding.	Do.	Bread and butter.
Wednesday	Do.	Do.	Pea soup with meat, or meat pies and rice or treacle pudding.	Do.	Cake, *i.e.*, seed loaf.
Thursday	Do	Do, 6	Cold boiled beef and rice pudding.	Do.	Bread and butter.

—	Breakfast.	Lunch.	Dinner.	Tea.	Supper.
Friday - -	Tea or coffee with bread and butter.	Bread.	Roast mutton and suet pudding, baked.	Tea and bread and butter.	Bread and cheese.
Saturday -	Do.	Do.	Roast beef and Sussex pudding.	Do.	Bread and butter.

N.B.—1. Potatoes at dinner every day, and generally greens, carrots, and turnips in addition.

2. Each student is allowed beer or milk at supper.

TABLE of INDUSTRIAL WORK.

1. *Kitchen.*—Each student spends an entire week in the kitchen every quarter. During this week a student's duties are to lay and clear the tables, to clean the dining hall, to wash up the crockery, and to assist in the making of the bread, and in the preparation of the dinner and other meals.

2. *Laundry.*—Each student is in the laundry for 1¼ hours every alternate Thursday, and during this time she is expected to iron the personal linen of two students, and to take her part in the mangling. During the summer season each student irons her own washing dresses at some convenient time. Students do *not* wash.

3. *Bedroom.*—Each student makes her own bed, and keeps her bedroom clean and orderly, and cleans her own shoes.

4. *Miscellaneous.*—The students divide among them, according to a regular cycle, the labor of cleaning the passages in the dormitories, the class rooms, lecture rooms, and chapel.

W. SMITH.

P.S. In the dietary table the order of the joints is somewhat varied from week to week. Home fed pork is esteemed an occasional delicacy.

CHELTENHAM.

Visited on September 9th with Rev. Rice Byrne.

OFFICERS.

No.	NAMES.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£			
1	Rev. R. M. Chamney, B.A. - - -	150	No.	No.	No.
2	Miss T. L. Reynolds, lady superintendent and 1st governess - - -	120	Yes.	Yes.	Yes.
3	Mrs. Cartwright, 2nd governess - -	70	Yes.	Yes.	Yes.
4	Miss E. Cooper, 3rd governess - -	65	Yes.	Yes.	Yes.
5	Mr. Gill, master of method - -	80	No.	No.	No.
6	Mr. Brereton, teacher of music and mental arithmetic - - -	20	No.	No.	No.
7	Mr. Knight, teacher of drawing - -	20	No.	No.	No.
8	Miss L. K. Smith, mistress of girls' school	20	No.	No.	No.
9	Miss M. Machell, mistress of infant school	20	No.	No.	No.

RESULTS up to Year ending 31st December last (inclusive).

—	Number.	Average Salary offered to them on leaving the College.	Remarks.
Number of students proceeding from college after 31st December 1865 after a residence of one year	1	35*l.* + ⅓ of grant; unfurnished house.	Left on account of ill health.
Number of students proceeding from college after 31st December 1865, after a residence of two years and upwards - -	24	57*l.* 10*s.*	12*l.* allowed for lodgings when they are provided. The average is too low in most cases. Salary depends partly on Government grants.
Number of students withdrawn within the year ending as above:—			
For misconduct - -	1		
For illness - - -	1		
Number of students (excluding those now in residence) received into training since 1847 (date of establishment) - - -	690		
Number of students now known to be acting as teachers of elementary schools in Great Britain -	392*		

ACCOMMODATION AND NUMBERS.

Number of students which the building is at this time capable of accommodating, 59.

Number of students at this time in residence, viz.:—

—	Who have resided			Total.
	Less than 1 Year.	Between 1 and 2 Years.	Between 2 and 3 Years.	
I. Students admitted pursuant to Article 107 - { Who have been pupil-teachers -	26	27	—	53
I. Students admitted pursuant to Article 107 - { Who have not been pupil-teachers -	—	2	1	3
II. Other students who have not been pupil-teachers - - - - - -	2	—	—	—
Total - - - - -	28	29	1	58

This institution has always been energetically worked by the different officers, but for many years a good deal of the teaching was given by the masters from the Male Training College. During the past year several changes have been made; Mr. Ross has resigned his position as master of English history, and Mr. Brereton's work has been diminished. Miss Reynolds has been appointed lady superintendent, and continues her duties as head governess. Mrs. Cartwright and Miss Cooper have been elected as governesses.

These changes, I consider, are likely to be of benefit to the students, as they will now be more under the teaching of educated governesses, and also have the careful supervision, night and day, of Miss Reynolds.

The committee who met Mr. Byrne and myself after our inspection were, Rev. D. Walker, Baron Du Bois de Ferrieres, Rev. G. M. Chamberlain, Rev. G. F. Griffiths, F. Hort, Esq., General McCausland, C.B.

The fee of admission is to be reduced to 5*l.* from January 1868.

* Probably too low.

CHELTENHAM TRAINING COLLEGE, 1867.

REPORT of INDUSTRIAL WORK done by STUDENTS.

All the students make their own beds and sweep their rooms.

Two students in weekly rotation prepare the tables for meals, wait at meals, wash up all the articles used for breakfast and tea, and at the end of the week clean the spoons, and scrub the shelves, &c. of their pantry.

All the students, two weekly in rotation, are employed in the practising kitchen. During the week they are required to sort the linen for and from the wash, to make bread, to prepare and cook all their own meals, to wash and iron the house linen which they use, and other small articles, and at the end of the week to clean their kitchen, and all its utensils. They also make any preserves, jellies, &c. which may be required in the house. They work under the supervision of the cook, who is an experienced housekeeper; and the housemaid, who is also a person of middle age and experience, assists in overlooking the laundry work; all being under the direction of the superintendent, who visits the students' kitchen daily, and inspects weekly their register of work done.

COPY of Two Pages from the Book kept by STUDENTS in the PRACTISING KITCHEN.

August 19 to 24.

Monday.—Sorted clothes for the wash, roasted mutton, cooked potatoes, made currant pudding, and made bread.

Tuesday.—Washed, cooked potatoes, made apple tart.

Wednesday.—Starched and ironed, cooked potatoes, and boiled mutton.

Thursday.—Cooked potatoes, made currant pudding, cleaned the tins, and part of the kitchen.

Friday.—Made rice pudding, cooked potatoes, cleaned the grates and fire irons, &c., and finished cleaning the kitchen.

*Saturday.**—Sorted clothes from the wash.

(Signed) A. F. COTTIER.
A. MOORE.

August 19 to 24.

	s.	d.		s.	d.
Meat, 5½ lbs. at 8*d.*	3	8	Starch and blue	0	0
Butter, ¾ lbs. at 1*s.* 4*d.*	1	0	Salt, pepper, vinegar	0	1
Tea, 2 ozs.	0	4½	Candles	0	1½
Sugar, 1½ lbs.	0	6¾	Cheese, ¼ lb. at 8*d.*	0	2
Coffee, 2 ozs.	0	2	Baking	0	2
Bread, 1 quartern	0	8	Soap, ½ lb.	0	2½
Flour, 5½† lbs.	1	1½	Rice	0	2½
Barm	0	1	Apples	0	2
Milk, 3 pints	0	6		9	5¾
Currants, ½ lb.	0	‡3½			

(Signed) A. F. COTTIER.
A. MOORE.

* On Saturday the girls are required to take the examination paper, and they therefore dine with the other students.

† Should be 5¼ lb. Potatoes omitted. ‡ Error: 1½*d.* too much.—I.R.

DIETARY.

Breakfast.—8 o'clock; tea or coffee; bread and butter.

Dinner.—1.30.

Sunday.—Cold boiled beef with salad; plum puddings in winter, and fruit pies in summer.

Monday.—Roast mutton (leg or shoulder); cold beef; potatoes.

Tuesday.—Roast legs of pork in winter, and oysters or loin of veal with bacon in summer; potatoes.

Wednesday.—Roast shoulders of mutton; potatoes; fruit or rice puddings.

Thursday.—Roast ribs of beef; potatoes; greens.

Friday.—Roast legs of mutton; cold roast beef; potatoes.

Saturday.—Boiled beef; cold mutton; carrots; potatoes.

Beer daily. Rice or other light pudding daily for those who do not take much meat, and broth or soup for any who ask for it.

Tea.—5 o'clock; tea, bread and butter.

Supper.—8.30; milk-and-water and bread.

The dining-room monitors, who regularly serve the tables, and the waiters for the week, have cheese or butter, sometimes cold rice pudding or tart and beer for supper. Any who are delicate or ailing have arrow-root, soup, or bread-and-milk, as they prefer.

A piece of bread is allowed between breakfast and dinner.

ISABELLA L. REYNOLDS,
Superintendent.

DERBY.

Visited July 1st, with Rev. J. Blandford.

OFFICERS.

No.	NAMES.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£			
1	Rev. Canon Latham, B.D. - -	100	No.	No.	No.
2	Miss Edwards, lady superintendent -	100	Yes.	Yes.	Yes.
3	Miss Bradshaw, first governess -	80	Yes.	Yes.	Yes.
4	Miss Crofts, second „ - -	60	Yes.	Yes.	Yes.
5	Miss Bushell, third „ - -	50	Yes.	Yes.	Yes.

RESULTS up to Year ending 31st December last (inclusive).

—	Number.	Average Salary offered to them on leaving the College.	Remarks.
Number of students proceeding from college after 31st December 1865 after a residence of one year -	2	40*l.* and lodgings.	Candidates under Art. 99.
Number of students proceeding from college after 31st December 1865, after a residence of two years and upwards - -	20	47*l.* and share of grant, or lodgings, or both.	
Number of students withdrawn within the year ending as above: For illness - - -	1		
Number of students (excluding those now in residence) received into training since 1851 (date of establishment) - - -	279		
Number of students now known to be acting as teachers of elementary schools in Great Britain -	181		

ACCOMMODATION and NUMBERS.

Number of students which the building is at this time capable of accommodating, 44.

Number of students at this time in residence, viz. :—

—		Who have resided		Total.
		Less than 1 Year.	Between 1 and 2 Years.	
Students admitted pursuant to Art. 107 - - -	Who have been pupil-teachers	20	19	39
	Who have not been pupil-teachers - - -	2	—	2
	Total - - -	22	19	41

This institution is carried on with earnestness and success. The lady superintendent is fully interested in her work of supervision; and an indefatigable head governess lends herself heartily to the teaching and training of the students; whilst the junior governesses work with care and energy.

The report of the medical attendant respecting the health of the students was satisfactory. Though three students had died during the past year the medical attendant assured me that in two of the cases there was no reason to believe that there had been any over pressure of work; or, in the third case, that the result would have been different in any other employment.

The number of girls present in the practising school, 100; infants, 103. Five members of committee were present at our meeting after the inspection, viz.:—Sir Oswald Moseley, Bart.; Samuel Evans, Esq.; Rev. Canon Latham; Rev. T. W. Whitaker: Rev. W. F. Wilkinson.

DERBY TRAINING COLLEGE.

The industrial work done by the students is preparing the tables and waiting at meals, washing crockery, sweeping and dusting, arranging

their dormitories and scrubbing the dormitory floors, keeping their own pantry in order, attending to ventilation, lighting and warming of rooms; cleaning their own shoes, attending to the sick.

Every Saturday the students iron and starch their own clothes, which are returned to them when mangled by the laundress.

The students go into the kitchen in turns, two at a time, for an hour and a half each morning for a fortnight, and assist in preparing dinner under the supervision of the cook.

ELEANOR EDWARDS.
J. LATHAM, Principal.

—	Breakfast.	Luncheon.	Dinner.	Tea.	Supper.
Sunday -	Coffee, bread and butter.	A piece of bread.	Roast beef, cold; corn flour pudding.*	Tea, bread and butter.	Seed cake, milk and beer.
Monday -	Do. -	Do. -	Round of beef, boiled; stewed rice and treacle.	Do. -	Bread - and - milk, treacle; cheese & beer.
Tuesday -	Do. -	Do. -	Soup; cold beef, salad.	Do. -	Do.
Wednesday	Do. -	Do. -	Roast legs of mutton; stewed fruit or rice puddings.	Do. -	Do.
Thursday -	Do. -	Do. -	Pies of fresh meat and potatoes.	Do. -	Do.
Friday -	Do. -	Do. -	Legs of mutton, veal, or pork; stewed fruit, &c.†	Do. -	Do.
Saturday -	Do. -	Do. -	Fresh beef, stewed: Yorkshire puddings.	Do. -	Do.

* Potatoes every day; cabbage or carrots or turnips, as may be.
† Sometimes hares, fish, &c.

ELEANOR EDWARDS.
J. LATHAM, Principal.

DURHAM.

Visited October 1st, 1867, with the Rev. C. W. King.

OFFICERS.

No.	NAMES.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£			
1	Rev. W. H. Walter, M.A., Principal -	200	No.	No.	No.
2	Miss Baird, Lady Superintendent -	70	Yes.	Yes.	Yes.
3	Miss Henderson, First Governess -	60	Yes.	Yes.	Yes.
4	Miss Flavell, Second „ -	55	Yes.	Yes.	Yes.
5	Miss C. Haugh, Mistress of Girls' School - - - - -	55	Yes.	Yes.	Yes.
6	Miss S. Sutton, Mistress of Infants' School - - - - -	55	No.	Yes.	No.
7	Mr. Newton, Teacher of Drawing -	40	No.	No.	No.
8	Mr. Martin, Teacher of Music - -	40	No.	No.	No.

RESULTS up to Year ending 31st December last (inclusive).

	Number.
Number of students proceeding from college after 31st December 1865 after a residence of two years and upwards	28
Number of students withdrawn within the year ending as above: For illness	1
Number of students (excluding those now in residence) received into training since 1859 (date of establishment)	159
Number of students now known to be acting as teachers of elementary schools in Great Britain	133

ACCOMMODATION and NUMBERS.

Number of students at this time in residence, viz.; —

	Who have resided		Total.
	Less than 1 Year.	Between 1 and 2 Years.	
I. Students admitted pursuant to Article 107 who have been pupil-teachers	13	17	30
II. Other students who have been pupil-teachers	1	—	1
II. Other students who have not been pupil-teachers	2	—	2
	1	—	1
Total	17	17	34

The number of students in the training school at our visit was 32 (17 in second year and 15 in first year of residence). The building is capable of holding 46 students. The reasons assigned for this diminution of numbers in residence are—(1.) that many of the pupil-teachers who were candidates for admission at this institution at Christmas 1866 were so ill prepared for their examination that no less a number than nine failed; (2.) that during the past year a training institution for mistresses has been opened in Edinburgh, to which five female students have been admitted.

The practising schools contained 154 children, 65 in the school for girls, and 89 in the infants' school.

At Christmas 1866 nine teachers from this college undertook the charge of infant schools.

The committee whom I had the honour of meeting at my visit consisted of the Venerable Archdeacon Prest, Rev. H. Stokes, Rev. James Carr, J. Shields, Esq.

There is a great wish on the part of each officer of the institution not only to prepare the students for their annual examinations, but really to fit them for the work of mistresses in our National and parochial schools.

With regard to the health of the students, the chaplain is of opinion that in some instances the health of the students has suffered from the work, and this opinion is corroborated by the medical man. The lady superintendent does not consider their health to have been injured by this cause.

The vacations consist of six weeks at Midsummer, one week at Easter, three days at Michaelmas.

LIST of READING BOOKS used in the GIRLS' PRACTISING SCHOOL, DURHAM.

Standard.	Book.	Publisher.
I. - -	First Book - -	Chambers, Edinburgh.
II. - -	Second Book - -	Christian Knowledge Society.
III. - -	Second Sequel - -	Do. do.
IV. - -	Junior Reader, No. I. -	Nelson and Sons, London.
V. - -	Junior Reader, No. II. -	Do. do.
	Poetry Book, by the Rev. A. R. Ashwell -	Richardson, Durham.
VI. - -	The Senior Reader -	Nelson and Sons, London.

DIET TABLE.

Dinner.

Sunday.—In summer cold roast beef and fruit pie. In winter hot roast beef and plum pudding. Rice pudding for those who wish.

Monday.—Roast or stewed beef and bread pudding.

Tuesday.—Roast mutton with vegetables, and plain suet pudding with treacle. Rice pudding for those who wish.

Wednesday.—Boiled beef with vegetables; rice and sago puddings.

Thursday.—Soup, cold beef, and roast mutton.

Friday.—Roast mutton with vegetables; boiled currant puddings; rice pudding for those who wish.

Saturday.—Beefsteak pie; rice pudding for those who do not take pie-crust.

Breakfast.

Bread and butter; coffee with and without sugar; and tea for those who wish.

Tea.

Bread and butter, and tea with and without sugar.

Supper.

Bread and butter, milk; and tea for those who do not take milk.

DUTIES of the WEEKLY MONITORS.

The Orderlies.—To prepare the tables for meals; to make the dining room tidy after meals; to clean the tables on Saturday; to keep the lavatory tidy. Time required, three hours per day and Saturday morning.

The Bedroom Monitors.—To attend to the governesses' rooms; to sweep the dormitory passages.

The Classroom Monitors.—To sweep the class rooms; to attend to the fires and hearths; to prepare the room for lessons at 7 and 10 a.m. and 2.30 and 6.30 p.m.; to ring the lesson bells and open the windows; to clean the inkstands; to clean the room thoroughly on Saturday.

The Laundry Monitors.—To assist in washing one hour and a half on Monday; to assist in ironing on Thursday and Friday; to sort the clothes on Monday and Saturday.

The Kitchen Monitors.—To assist in the making of bread.

HOME AND COLONIAL.

Visited with the Rev. M. Mitchell, on June 3rd, &c., and on Nov. 11, &c.

Officers.

No.	Names.	Annual salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£		£	
1	Rev. J. J. Evans,* M.A., chaplain	324	No.	75 in lieu.	No.
2	Rev. Wycliffe Gedge,* B.A., junior chaplain	250	Dinners.	No.	No.
3	Miss Lewis,* governess	50 20*l.* augmentation.	Yes.	Yes.	Yes.
4	Miss Pugh,* governess	30 20*l.* augmentation.	Yes.	Yes.	Yes.
5	Miss Emily Lewis, assistant governess	13	Yes.	Yes.	Yes.
6	Miss Weller,* assistant governess, since June, 1867	24 10*l.* augmentation.	Yes.	Yes.	Yes.
7	Miss Hooker,* matron	45	Yes.	Yes.	Yes
8	Miss Grimson, teacher of needlework	25	No.	No.	No.
9	Miss Chessar, teacher of geography	50	No.	No.	No.
10	Mr. Robt. Dunning, training master, art of teaching	210	Dinners.	No.	No.
11	Mr. Chas Reiner, teacher of arithmetic	100	No.	No.	No.
12	Mr. E. C. May, teacher of vocal music	84	No.	No.	No.
13	Mr. Edw. Coghlan, teacher of geography, art of teaching	200	Dinners.	No.	No
14	Mr. W. B. Tegetmeier	20	No.	No.	No.
15	Mr. Joseph Hassel,* assistant training master	135	Dinners.	No.	No.
16	Mr. Edw. Ford, teacher of drawing	10	Dinners.	No.	No.

Note.—Those marked * give the whole of their time to the training college, the others only occasionally employed.

Results up to year ending 31st December last (inclusive).

	Number.	Average Salary offered to them on leaving the College.
Number of students proceeding from college after 31st December 1865, after a residence of one year	22	35*l.* and furnished lodgings.
Number of students proceeding from college after 31st December 1865, after a residence of two years and upwards	66	40*l.* and furnished lodgings.
Number of students withdrawn *within* the year ending as above:—		
For illness	2	
For other causes	1	Went to Australia with her mother.
Number of students (excluding those now in residence, received into training since 1836, (date of establishment)	3,023	
Number of students now known to be acting as teachers of elementary schools in Great Britain	1,469	

ACCOMMODATION and NUMBERS.

Number of students which the building is at this time capable of accommodating, 140.

Number of students at this time in residence, viz. :—

		Who have resided		
		Less than 1 year.	Between 1 and 2 years.	Total.
1. Students admitted pursuant to Article 107.	Who have been pupil teachers - -	73	45	118
	Who have not been pupil teachers -	15	7	22
	Total - -	88	52	140

The largest and certainly one of the most important of our training colleges for mistresses.

The list of officers shows the amount of teaching power, and also the high character of the teaching which is brought to bear upon the students during their residence.

It is a real pleasure to see the earnestness and heartiness with which the different officers perform the duties which devolve upon them.

Each seems to be a living part of the institution, and ready at any moment to stand up for the institution and everything belonging to it. This deep sympathy with the work and with one another is no doubt immeasurably due to the untiring zeal of its great promoter, Mr. Stuckey Reynolds, and it is one of the most happy features in the institution, for it of necessity ensures success.

I cannot speak too highly of the educational work which is done in this institution. The teaching in 1867, from notes of lessons, which had not been previously supervised by any governess or teacher, was altogether superior to the teaching in 1866.

The buildings of this institution are always more or less a difficulty; the fact that this training school is in the very centre of London makes it almost impossible to obtain additional space; although from 170 to 181 persons dine upon the premises daily, the kitchen and offices are very small, only such as would be required for a private family, and the whole of the food has to be carried up by hand. At the same time I may add that Mr. Reynolds, whose life is spent in doing good to this institution, is always ready to adopt any suggestion which may appear to him and others to be a real improvement.

In 1866 and 1867 I brought before the committee the subject of more female supervision of the students in their walks; at that time the students left the college daily, two or more, without any governess or officer of any kind. Mr. Reynolds (in reference to my remarks in my report for 1866) gave me the following written statement: "that considering the peculiar nature of the locality, it would not in his opinion "be practicable to send out so large a number as 140 students under "supervision as suggested, and his experience led him to think that "the confidence shown in the students by this measure of freedom "from control gave beneficial aid in the formation of their characters."

I feel in duty bound to call the attention of those interested in the institution to the fact; for, from my point of view, and I can see no other, the responsibility incurred is very grave.

The number of resident governesses is four.

Their supervision at the present time ceases when the students leave the lecture or school rooms. The whole of the supervision of these 140 students out of the lecture and school room devolves upon the matron; who has dinner to see after for between 170 and 181 persons daily, in addition to the provision which is required for the other meals during the day.

It is very strongly impressed on my mind that, for the real good of this institution, an educated lady is required to act as superintendent, in addition to the matron who now does everything in her power to make those around her comfortable.

This institution of all others seems to me to require a lady superintendent to take charge of the students; for the different departments within the college are many:—there are a very large body of male and female teachers, governmental and non-governmental teachers, upper and lower schools, model practising schools, &c.

The committee who kindly met us at our visit consisted of John Martin, Esq., T. W. Forbes, Esq., John Stuckey Reynolds, Esq., and the chaplain and junior chaplain.

I append the report of the medical attendant.

MEDICAL REPORT of the HOME and COLONIAL TRAINING SCHOOLS for the Year from June 1866 to June 1867.

Having carefully gone through the cases of sickness which have come under my care I find that of the second year's students, with the exception of —— ——, who died of consumption two months after she had passed her final examination; —— —— who suffered from acute rheumatism; and that of the first year's students, with the exception of —— ——, who suffered from erethism of the brain from fatigue and excitement; —— —— who was invalided home on account of strongly marked symptoms of consumption; —— —— who went home for apparently a slight indisposition, but who has not returned, and whose case has been the subject of correspondence with the Educational Board; and of —— —— who suffered from acute rheumatism,—the sanitary condition of the training schools has been very satisfactory, that is to say, there has been no epidemic disease pervading the college nor disease of any kind traceable to study or to the course of discipline to which the students are subjected. This favourable sanitary condition of the Institution may be fairly ascribed to the following precautions, namely:—

First, to a careful selection of the most healthy of the candidates for admission.

Secondly, to the prompt attention paid to every ailment however apparently trivial.

Thirdly, to the carefully managed dietary, good food well dressed and plenty of it, and watchfulness not to suffer *trash* to be eaten in secret.

Fourthly, to the strict attention paid to cleanliness and ventilation, and lastly, to the active employment of all the faculties of mind and body. It is for this reason that the health of the second year's students is better than that of the first, and of the first than that of the candidates on their admission.

J. PIDDUCK, M.D.,
Physician to the Training College.

22, Montague Street,
June 13, 1867.

June 13, 1867.

1. TABLE of INDUSTRIAL WORK.

1. During the first year each student passes an hour daily in the kitchen.

2. During the second year each student is taught to prepare a dinner for 12 persons, under the supervision of the housekeeper, clearing everything away and washing all that has been used.

3. Four students take the duties of orderlies in the dining room weekly, preparing the tables for 140 students.

4. Each student makes her own bed, and sweeps and dusts her own room.

5. Each student in succession acts as orderly in each *floor* according to printed rules.

RULES for the BEDROOM ORDERLIES.

See that all the windows are opened by the students on leaving their rooms, and that the blinds are drawn up.

Sweep the middle of the dormitory.

Report to the matron those who are ill.

No dining-room articles to be taken to the dormitories without permission.

Light the gas at* , and put out all the lights except one burner at* . Re-light the gas at* , and turn it off at*

Orderlies to change at 6 o'clock on Monday evening.

2. DIETARY TABLE.

Monday.—Roast mutton with vegetables, and rice pudding.

Tuesday.—Meat pies, with cold meat and potatoes.

Wednesday.—Roast beef with vegetables, and pudding. In warm weather cold beef with salad.

Thursday.—Stewed steak, or boiled beef with vegetables. During the six winter months, soup, with meat and vegetables, and sago pudding.

Friday.—Mutton, boiled or roast, with vegetables and pudding.

Saturday.—Stewed steak with potatoes.

Sunday.—Cold boiled meat with salad or potatoes, and fruit pies.

Supper.—Bread and treacle or biscuits with cake one evening in the week.

3. HOURS of RECREATION.

From half-past 8 to half-past 9, breakfast and recreation.
From half-past 12 to half-past 2, recreation and dinner.
From 6 to half-past 9, recreation.

4. Number actually present, 138.

* The hour to be obtained from the matron.

LINCOLN.

Visited with Rev. C. Sewell, November 5th, &c.

OFFICERS.

No.	Names.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£			
1	Rev. H. Nelson, M.A. principal -	300	No.	Yes.	Yes.
2	Miss Hedges, head governess -	60	Yes.	Yes.	Yes.
3	Miss Mears, second governess -	55	Yes.	Yes.	Yes.
4	Miss Scott, mistress of method -	50	Yes.	Yes.	Yes.
5	Mr. A. Taylor, teacher of drawing -	20	No.	No.	No.

RESULTS up to year ending 31st December last (inclusive.)

	Number.
Number of Students proceeding from college after 31st December 1865, after a residence of two years and upwards - - - - - -	15
Number of Students withdrawn *within* the year ending as above— Dead - - - - - - - - - - -	1
Number of Students (excluding those now in residence) received into training since 1862 (date of establishment) - - - - - -	99
Number of Students now known to be acting as teachers of elementary schools in Great Britain - - - - - - - - - -	80

ACCOMMODATION and NUMBERS.

Number of students which the building is at this time capable of accommodating, 40.

Number of students at this time in residence, viz.:—

	Who have resided		Total.
	Less than 1 Year.	Between 1 and 2 years.	
I. Students admitted pursuant to Article 107 - { Who have been pupil-teachers	16	20	36
I. Students admitted pursuant to Article 107 - { Who have not been pupil-teachers - - - - - -	2	2	4
Total - - - - - -	18	22	40

This institution is worked with great care and earnestness. The principal not only devotes his time and energy to the college, but evidently makes his occupation, and the success of the students, the great object of his life; and this heartiness pervades the other officers of the institution.

The report of the medical attendant is satisfactory.

The admission to the college is still free. Five students who left the college at Christmas 1868 undertook the charge of infant schools. The account, received by the principal of the students who have left the college and entered on their schools, has been very good.

Present at committee meeting:—

The Venerable Archdeacon Mackenzie; Jarvis, Esq.; Revds. Neville, Barrett, Nelson, Blenkim.

LINCOLN TRAINING COLLEGE.

Industrial Work of Students.

1. *Housework.*—The sweeping and dusting of the classrooms and dining room, as well as the setting and clearing of the tables for meals, and the washing up of the breakfast and tea things, are done by the students. They are also responsible for the order of their own bedrooms. Each student cleans her own room, and each one is responsible in her turn for the *general* order of the whole dormitory in which she sleeps and for the sweeping of the stairs. Each student of the first year takes it in turn to get ready and clear away the things for the governesses. They are also responsible in turn for the order and tidiness of the lavatory.

2. *Kitchen Work.*—Each student in turn works one hour a day for a week in the year in the kitchen. The time is occupied in helping the cook to prepare the dinner.

3. *Laundry Work.*—Three students together for one hour each day, wring or mangle, on Monday, Tuesday, and Wednesday of every week; one hour in a fortnight also *every* student helps to iron.

4. Each student has to clean her own boots, and help to clean the knives and forks.

5. Each student also assists in keeping in order the household linen.

HECTOR NELSON.
Principal.

LIST of READING BOOKS used in the PRACTISING SCHOOL.

Standard I.—Constable's "First English Reading Book," Parts I. and II.
Standard II.—Constable's "Second English Reading Book."
Standard III.—Chambers's "Third Standard Reading Book."
Standard IV.—Constable's "Third English Reading Book."
Standards V. and VI.—Book IV. Allman's Series of Reading Books.

NORWICH.

Examined October 14, &c., with Rev. F. Meyrick.

OFFICERS.

No.	Names.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£			
1	Rev. W. Cufaude Davie, M.A., chaplain and secretary	200	No.	No.	No.
2	Miss Bunbury, lady superintendent	70	Yes.	Yes.	Yes.
3	Miss E. Sparke, first governess	50	Yes.	Yes.	Yes.
4	Miss P. E. Davies, assistant governess	35	Yes.	Yes.	Yes.
5	Miss M. A. Alexander, assistant governess	35	Yes.	Yes.	Yes.
6	Mr. R. Cockram, teacher of drawing	10	No.	No.	No.
7	Mr. H. Rudd, teacher of music	10	No.	No.	No.

RESULTS up to year ending 31st December last (inclusive).

—	Number.	Average Salary offered to them on leaving the College.
Number of students proceeding from college after 31st December 1865, after a residence of two years and upwards - - - -	21	43*l.* and house (an estimate).
Number of students (excluding those now in residence) received into training since 1853 (date of establishment) - - - -	211	No records kept before 1858.
Number of students now known to be acting as teachers of elementary schools in Great Britain - - - - - -	139	—

ACCOMMODATION and NUMBERS.

Number of students which the building is at this time capable of accommodating, 40.

Number of students at this time in residence, viz.:—

—		Who have resided			Total.
		Less than 1 Year.	Between 1 and 2 Years.	Between 2 and 3 Years.	
Students admitted pursuant to Article 107.	Who have been pupil-teachers - -	19	13	1	33
	Who have not been pupil-teachers -	2	2	3	7
	Total - - -	21	15	4	40

A carefully worked institution in which each of the officers appears to recognize her duties and responsibilities.

To the chaplain and secretary great credit is due for his zeal and earnestness; and the lady superintendent does her utmost and with much success to make the present buildings as comfortable and healthy as they can be.

I sincerely trust that the present premises will only be looked upon as temporary, and that a spacious airy building will before long be erected.

The health of the students during the past year has been reported "good"—"never better."

The children present in the practising schools, 110 infants, 97 girls. Teachers in each school well reported of.

Present at committee meeting:—The Bishop of the Diocese, Rev. Canon Heaviside, Revds. J. Blofeld, E. Gurdon, A. M. Hopper, W. N. Ormsby, and Joseph Scott, Esq.

Only one student after passing the Christmas examination in 1866 entered on the charge of an infant school.

BOOKS used in the different Classes of the PRACTISING SCHOOLS.

First Standard.—Society for Promoting Christian Knowledge First Reading Book (new series), parts I. and II.

Second Standard.—Society for Promoting Christian Knowledge Second Reading Book (new series); Society for Promoting Christian Knowledge First Sequel to Second Reading Book; National Society's Reading for Schools, No. II.

Third Standard.—Society for Promoting Christian Knowledge Second Sequel to Second Reading Book.

Fourth Standard.—Society for Promoting Christian Knowledge Third Reading Book (new series).

Fifth Standard.—Society for Promoting Christian Knowledge Fourth Reading Book (new series).

Sixth Standard.—Society for Promoting Christian Knowledge Fourth Reading Book (new series).

Days.	Breakfast.	Dinner.	Tea.	Supper.
Sunday -	Coffee and bread and butter.	In winter, pea soup, cold round of beef, and plum pudding. In summer, cold beef and fruit tarts.	Tea, plum cake, and bread and butter.	Bread, cheese and ale, butter or treacle where preferred.
Monday -	Do. -	Currant dumplings, hashed and cold meat, potatoes or other vegetables.	Tea, bread and butter.	Do.
Tuesday -	Do. -	Norfolk dumplings, roast or boiled legs of mutton, and vegetables.	Do. -	Do.
Wednesday	Do. -	Pork or veal, as in season, potatoes, light puddings.	Do. -	Do.
Thursday -	Do. -	Roast ribs of beef, potatoes, rice, or treacle puddings.	Do. -	Do.
Friday -	Do. -	Beef pies, occasionally fish, and potatoes.	Do. -	Do.
Saturday -	Do. -	Boiled pickled beef, dumplings, and potatoes.	Do. -	Do.

THE INDUSTRIAL WORK consists in—

The general care of dormitories and lecture-rooms, preparing for and attending at meals, the duties of which are performed by a certain number weekly.

Needlework, in which all are engaged under the supervision of the governesses and lady superintendent.

Cooking.—Four are engaged every Saturday morning in kitchen work. The plum puddings, cakes, and pastry used on Sundays are made by students.

Light Laundry Work is likewise done by those who have a taste for it.

RIPON.

Visited this institution on September 24th and following days.

OFFICERS.

No.	Names.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£			
1	Rev. E. Baynes Badcock, B.A., principal and chaplain - - -	250	No.	No.	No.
2	Mrs. Sheffield, lady superintendent -	60	Yes.	Yes.	Yes.
3	Miss Taylor, governess - - -	60	Yes.	Yes.	Yes.
4	Miss Mustard, governess - -	56	Yes.	Yes.	Yes.
5	Miss Wall, governess - - -	43	Yes.	Yes.	Yes.
6	Mrs. Trinder, mistress of practising school, and teacher of method -	95	No.	No.	No.
7	Mr. Watson - - - -	30	No.	No.	No.

RESULTS up to Year ending 31st December last (inclusive).

—	Number.	Average Salary offered to them on leaving the College.	Remarks.
		£	
Number of students proceeding from college after 31st December 1865, after a residence of one year -	3	- - -	One went to New Zealand; one ill; one became assistant-mistress.
Number of students proceeding from college after 31st December 1865, after a residence of two years and upwards - - - -	30	46	—
Number of students withdrawn *within* the year ending as above:—			
For illness - - -	3	—	—
„ other causes - - -	1	- - -	Failed at Christmas 1865.
Dead - - - -		—	—
Number of students (excluding those now in residence) received into training since 1862 (date of establishment) - - -	151	- - -	Three of whom resided less than three months; five have died.
Number of students now known to be acting as teachers of elementary schools in Great Britain -	122	- - -	Two left in ill health.

ACCOMMODATION and NUMBERS.

Number of students which the building is at this time capable of accommodating, 63.

Number of students at this time in residence, viz.:—

—	Who have resided		Total.
	Less than 1 Year.	Between 1 and 2 Years.	
I. Students admitted pursuant to Article 107. { Who have been pupil-teachers -	31	18	49
I. Students admitted pursuant to Article 107. { Who have not been pupil-teachers -	2	4	6
II. Other students - - Who have not been pupil-teachers -	1	1	2
Total - - - - -	34	23	57

A very important institution, worked very carefully, and with much energy, by the chaplain and three governesses.

The lady superintendent takes great pains with the domestic arrangements, and industrial work.

The buildings are excellent; I should be glad to see the students able to derive more benefit from the garden; at present it is used principally for potato ground, whereas it might be made picturesque, and be used as an exercise ground, and a place of amusement by the students.

The health of the students has not been so good during the past year, and the medical attendant, Dr. Bramont, considers that the work had been rather too much for two or three students. I was unable to obtain the names of the particular students, and the chaplain's opinion did not coincide with the view taken by Dr. Bramont. I have suggested that a book be kept for the future in which the cases of illnesses, and the dates, should be entered.

The building in which the practising schools are held has been enlarged and improved.

There were present 99 infants and 82 children in the mixed school.

The number of servants kept in the institution has been two, and one additional servant for the laundry.

The attendance at the committee was very small, owing to special reasons stated by the bishop of the diocese. Present: The Bishop of Ripon, Rev. Canon Atlay, and Rev. Thos. Hedley.

The vacations consist of 36 days at Christmas.
9 „ at Easter.
37 „ at Midsummer.

82 days.

York and Ripon Female Training School.

Dietary.

Dinners, 1 p. m.

Sunday.—Cold roast beef, bread, potatoes, and plum puddings, with sweet sauce.

Monday.—Roast legs of mutton, bread, potatoes and other vegetables.

Tuesday.—Boiled beef, bread, potatoes, turnips, and carrots.

Wednesday.—Cold beef, bread, potatoes, currant or boiled pudding with sweet sauce.

Thursday.—Meat pies with potatoes.

Friday.—Roast legs of mutton, bread, potatoes, and suet puddings.

Saturday.—Roast beef, bread, and potatoes.

Breakfast, 7.30 a. m.

Tea, bread and butter.

Lunch, 11 a. m.

Bread and butter.

Tea, 5 p. m.

Tea, bread and butter.

Supper, 9.15 p. m.

Bread and butter, with milk or beer; and those who like it have gruel.

Industrial Employments.

Work.	Number of Students employed.	Number of Hours per Week.
Students of the Second Year.		
Household work - -	All.	4½
Cooking - - -	2	1
Washing - - -	All.	1½
Ironing - - -	12	1½
Needlework - -	All.	3

Industrial Employments—*cont.*
Students of the First Year.

Household work - -	All.	6
Washing - - -	All.	1½
Ironing - - -	14	1½
Needlework - - -	All.	3

March 4, 1868.

E. BAYNES BADCOCK,
Principal.

SALISBURY.

Visited June 26th, with the Rev. J. W. Nutt.

OFFICERS.

No.	Names.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£			
1	Rev. R. Phillips, chaplain and lecturer	200	No.	No.	No.
2	Miss C. Greenlaw, lady superintendent - - - - -	80	Yes.	Yes.	Yes.
3	Miss Jackson, first governess - -	75	Yes.	Yes.	Yes.
4	Miss S. Yelf, second „ - -	45	Yes.	Yes.	Yes.
5	Miss Joynson, third „ - -	40	Yes.	Yes.	Yes.
6	*Miss M. Wheaton, mistress of method -	20	No.	No.	No.
7	Mr. W. Tiffin, teacher of drawing -	30	No.	No.	No.

RESULTS up to Year ending 31st December last (inclusive).

	Number.
Number of students proceeding from college after 31st December 1865 after a residence of one year - - - - - - -	2
Number of students proceeding from college after 31st December 1865 after a residence of two years and upwards - - - -	24
Number of students withdrawn *within* the year ending as above:—	
For misconduct - - - - - - - - -	1
For illness - - - - - - - - -	2
For other causes - - - - - - - - -	1 (from family difficulties).
Number of students (excluding those now in residence) received into training since 1841 (date of establishment) - - - -	610
Number of students now known to be acting as teachers of elementary schools in Great Britain - - - - - - - -	No means of ascertaining.

ACCOMMODATION and NUMBERS.

Number of students which the building is at this time capable of accommodating, 68.

* This teacher is also mistress of girls' school.

Number of students at this time in residence, viz.:—

	Who have resided		
	Less than 1 Year.	Between 1 and 2 Years.	Total.
I. Students admitted pursuant to Art. 107 - - { who have been pupil-teachers	24	33	57
I. Students admitted pursuant to Art. 107 - - { who have not been pupil-teachers - - -	4	—	4
II. Other students who have not been pupil-teachers -	—	1	1
Total - - -	28	34	62

Great care and attention are paid to the religious and moral training of the students in this institution, and the accounts of the students who have left the college have been very satisfactory. The lady superintendent and the governesses have each been most earnest and energetic in their different work; and the chaplain, upon whom devolves the school management, has taken much interest in the professional training of the students.

The practising schools are satisfactory. They contained 191 infants and 97 girls. Only four students, who left at Christmas 1866, undertook the charge of infant schools.

The interest taken in the institution may be evidenced by the number of the committee who are always present at our visits of inspection. On June 28th present: The Bishop of the Diocese, the Rev. the Sub-Dean; Prebendary Renaud; Succentor Daubeny; E. Luard; J. H. Carnegie; Precentor F. Lear, W. D. Morrice, Hon. Secretaries.

Dietary at Salisbury Training School.

Sunday.—Cold roast beef, potatoes; mutton broth.
Monday.—Roast mutton, potatoes.
Tuesday.—Boiled beef, green vegetables.
Wednesday.—Pea soup; meat pies or stew with vegetables.
Thursday.—Roast mutton, potatoes, rice, or cabbages.
Friday.—Milk soup; suet or fruit puddings.
Saturday.—Bacon and cabbage or cheese; baked rice puddings.

Industrial Work.

All the work of the part of the house belonging to students and governesses is done by the students, each student taking by turn the care of the schoolroom, classrooms, chaplain's room, governess's sitting and bedrooms, passages, &c.

The washing of the whole establishment is done in the house, eight students each week assisting by turn in the laundry, under the superintendence of the laundry maid, for seven hours each. Each student in the course of the year is, on an average, 35 hours in the laundry.

Each week a set of four students is appointed to have charge of the dining-room linen, china, &c., to prepare the meals, wait at table, light the fires, &c.

These four students do the industrial work of the lower part of the house. They occupy for the week a separate room adjoining the kitchen. In this room is a small kitchen range. They bake and cook a little for themselves in the course of the week, superintended, if necessary, by the cook.

—	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
6½ to 7½ -	Industrial work.	Industrial work.	Industrial work.	Industrial work.	Industrial work.	Industrial work.	Industrial work.
7 to 8½ -	Lecture.	Lecture.	Lecture.	Lecture.	Lecture.	Lecture.	Industrial work.
8½ to 9 -	Industrial work and breakfast.	Industrial work and breakfast.	Industrial work and breakfast.	Industrial work and breakfast.	Industrial work and breakfast.	Industrial work and breakfast.	Industrial work.
9 to 10½ -	Lecture.	Lecture.	Industrial work.	Lecture.	Lecture.	Lecture.	Industrial work.
10½ to 12 -	Industrial work.	Industrial work.	Industrial work.	Industrial work.	Industrial work.	Industrial work.	Industrial work.
12 to 2½ -	Lecture.	Lecture.	Lecture.	Lecture.	Lecture.	Industrial work.	Drawing lesson.
2 to 7 -	Industrial work; dinner and tea.	Industrial work; dinner and tea.	Industrial work; dinner and tea.	Industrial work; dinner and tea.	Industrial work; dinner and tea.	Industrial work; dinner and tea.	Industrial work.
7 to 9½ -	Lecture.	Lecture.	Lecture.	Lecture.	Lecture.	Lecture.	Industrial work.
9 to 10½ -	Industrial work and supper.	Industrial work and supper.	Industrial work and supper.	Industrial work and supper.	Industrial work and supper.	Industrial work and supper.	Industrial work.

TRURO.

Visited this training school October 22nd and following days.

Officers.

No.	Names.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£ s.			
1	Rev. Jeffreys William Murray, M.A., chaplain.	30 0	No.	No.	No.
2	Miss Taylor, lady superintendent - -	60 0	Yes.	Yes.	Yes.
3	Miss Wilkinson, first governess - -	70 0	Yes.	Yes.	Yes.
4	Miss Tosland, second governess - -	45 0	Yes.	Yes.	Yes.
5	Mr. Griffith, teacher of drawing - -	10 0	No.	No.	No.
6	Miss Carter, teacher of music - -	8 8	No.	No.	No.

Results up to year ending 31st December last (inclusive).

—	Number.	Average Salary offered to them on leaving the College.	Remarks.
Number of students proceeding from college after 31st December after a residence of two years and upwards - - - -	14	45*l.*	—
Number of students withdrawn *within* the year ending as above:			
For illness - - -	1	—	—
„ other causes - - -	2	- " -	(1.) Illness of her mother. (2.) To take a school.
Number of students (excluding those now in residence) received into training since 1858 (date of establishment) - - -	129	—	
Number of students now known to be acting as teachers of elementary schools in Great Britain -	80	—	—

ACCOMMODATION AND NUMBERS.

Number of students which the building is at this time capable of accommodating, 34.

Number of students at this time in residence, viz.:—

—		Who have resided			Total.
		Less than 1 Year.	Between 1 and 2 Years.	Between 2 and 3 Years.	
I. Students admitted pursuant to Article 107 -	Who have been pupil-teachers -	8	11	—	19
	Who have not been pupil-teachers -	3	1	3	7
II. Other students - -	Who have been pupil-teachers -	1	—	—	1
	Who have not been pupil-teachers -	2	1	—	3
Total - - - -		14	13	3	30

This institution is worked most energetically by Miss Wilkinson, assisted by the second governess, and very carefully superintended by Miss Taylor. The extreme distance from other parts of England has been a difficulty which was seen when the building was first erected, and which up to the present time has certainly kept the number of students below the total sanctioned by the Government.

The medical attendant, Mr. Alexander Paule, reported that on the whole the health of the students had been satisfactory during the past year. The Rev. Mr. Murray, who acts as chaplain at the nominal salary of 30*l.* per annum, gives much of his time and attention to the institution.

The practising schools are small as regards the number of the children in attendance. Girls' school, 67; infants' school, 72.

Four servants are kept in the institution, and all the washing is done on the premises.

There is great interest shown for the success of this training school. Present at committee:—C. Barham, Esq., M.D.; Rev. T. Philpotts; H. B. Bullocke, W. P. Chappel, G. L. Church, E. J. Luce, W. Rogers, R. Vautier, H. S. Slight, Alexander Paul, Esqrs.; and Rev. J. W. Murray.

DIET TABLE.

Sunday.—Dinner.—Cold roast beef, plum puddings, fruit or jam tarts.
Supper.—Bread and cheese, or bread and milk.

Monday.—Dinner.—Meat pies.
Supper.—Baked rice puddings.

Tuesday.—Dinner.—Boiled beef, suet puddings.
Supper.—Broth.

Wednesday.—Dinner.—Stew.
Supper.—Remainder of stew warmed.

Thursday.—Dinner.—Cold beef, baked rice puddings.
Supper.—Bread and cheese.

Friday.—Dinner.—Meat pies or puddings.
Supper.—Hasty pudding.

Saturday.—Dinner.—Legs of mutton (boiled or roasted), suet puddings.
Supper.—Broth, or bread and milk.

Potatoes every day for dinner; cabbages, turnips, carrots, beans, &c. when in season with the roast or boiled meats.

Coffee and bread and butter for breakfast daily.
Bread at 11 o'clock for lunch ,,
Tea and bread and butter for tea ,,

Occasionally the students have fish or eggs and bacon for dinner.

Industrial Work.

The students take the charges in turn; 14 are employed each week.

Four in the dining room - -	Each 2 hours daily.
Two in the class room - - -	,, ½ an hour ,,
One in the kitchen - - -	2 hours ,,
One in the cloak room - - -	10 minutes ,,
Four in the dormitories - -	Each 3 hours in the week.
Two in the laundry - - -	,, 2½ ,, ,,

Each student requires a quarter of an hour daily for her own bedroom.

Sunday.—Dinner.—Cold roast beef, jam tarts.
Supper.—Bread and cheese.
Monday.—Dinner.—Meat pies.
Supper.—Rice puddings.
Tuesday.—Dinner.—Boiled beef, suet puddings.
Supper.—Broth.
Wednesday.—Dinner.—Cold meat, treacle tarts.
Supper.—Hasty pudding.
Thursday.—Dinner.—Stew.
Supper.—Remainder of stew warmed in the oven.
Friday.—Dinner.—Eggs and bacon, boiled rice pudding.
Supper.—Bread and milk.
Saturday.—Dinner.—Boiled mutton, suet puddings.
Supper.—Broth.
Sunday.—Dinner.—Cold roast pork, jam tarts.
Supper.—Bread and cheese.
Monday.—Dinner.—Meat pies.
Supper.—Hasty pudding.
Tuesday.—Dinner.—Hot roast beef, suet puddings.
Supper.—Bread and milk.
Wednesday.—Dinner.—Stew.
Supper.—Remainder of stew warmed.
Thursday.—Dinner.—Boiled beef, suet puddings.
Supper.—Broth.
Friday.—Dinner.—Cold beef, baked rice puddings.
Supper.—Broth.
Saturday.—Dinner.—Boiled mutton, suet puddings.
Supper.—Bread and milk.

The fortnight ending 19th October 1867.

WARRINGTON.

Visited on May 27th with the Rev. C. F. Johnstone.

OFFICERS.

No.	Names.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£			
1	Rev. H. C. Stubbs, clerical principal -	150	No.	No.	No.
2	Mrs. Baker, lady superintendent -	100	Yes.	Yes.	Yes.
3	Mr. Baker, tutor - - - -	140	Yes.	Yes.	Yes.
4	Miss Goddard, first governess - -	66	Yes.	Yes.	Yes.
5	Miss McLellan, second governess -	55	Yes.	Yes.	Yes.
6	Miss Leicester, third governess -	50	Yes.	Yes.	Yes.
7	Miss Kewley, fourth governess -	50	Yes.	Yes.	Yes.
8	Mr. Thompson, teacher of drawing -	40	No.	No.	No.
9	Miss Wallet, mistress of school -	50	No.	Yes.	No.
10	Miss Shaw, mistress of infant school -	Paid from a different source.			
11	Mrs. Sedgwick, housekeeper, &c. -	45	Yes.	Yes.	Yes.

RESULTS up to Year ending 31st December last (inclusive).

—	Number.	Average Salary offered to them on leaving the College.
Number of students proceeding from college after 31st December 1866 after a residence of one year - -	2	Left contrary to engagement. College terms were paid. 45*l.* and house.
Number of students proceeding from college after 31st December 1866 after a residence of two years and upwards - - - - - - - -	49	
Number of students (excluding those now in residence) received into training since 1844 (date of establishment) - - - - - - -	803	
Number of students now known to be acting as teachers of elementary schools in Great Britain -	386	

ACCOMMODATION and NUMBERS.

Number of students which the building is at this time capable of accommodating, 100.

Number of students at this time in residence, viz.:—

—	Who have resided		Total.
	Less than 1 Year.	Between 1 and 2 Years.	
I. Students admitted pursuant to Article 107 who have been pupil-teachers.	48	50	98
II. Other students who have been pupil-teachers -	1	—	1
Total - -	49	50	99

The work of this college is carried on with deep earnestness and care by Mr. and Mrs. Baker, and the whole staff of governesses. The general oversight of the institution, the teaching in religious knowledge, and the responsible position of hearing the students' lessons in the practising school devolve upon the Rev. H. C. Stubbs. The average attendance in the girls' practising schools was stated to be 118, and in the infants'

schools, 120. Mr. Baker gives to his lessons on method and professional training a great amount of fresh thought, and a heartiness of manner, which is very happily re-presented in the teaching of the students. There are some few points which require to be looked to in connexion with the arrangement of the buildings; but which were laid before the committee at our inspection, when the following members were present:—Revds. W. Quekett, I. Thornycroft, and the Venerable Archdeacon Greenall. I add with deep personal regret that, since our visit in May last, this institution has lost a most energetic and loving friend and supporter by the death of Archdeacon Greenall.

From this institution at Christmas 1866, out of 47 students who completed their second year of residence, 18 undertook the charge of infant schools.

HOUSEHOLD WORK done by the PUPILS.

The pupils set the tables for breakfast, dinner, tea, and supper; wait on their companions during meals; sweep, dust, and arrange the dormitories, dining-room, class-rooms, and schoolroom. They work in turns in the laundry, and every Saturday, in sets of six, they make puddings, bake bread, cook a joint, and make broth or beef tea.

DIETARY TABLE.

——	Breakfast.	Dinner.	Tea.	Supper.
Sunday -	Tea and bread and butter.	Cold meat, bread puddings, and fruit pies.	Tea and coffee and bread and butter.	Bread and milk
Monday -	Do.	Potato pies, cold meat, and rice and treacle.	Tea and bread and butter.	Do.
Tuesday -	Do.	Boiled beef and baked bread pudding.	Do.	Do.
Wednesday	Do.	Soup and jam or fruit puddings.	Do.	Do.
Thursday -	Do.	Roast beef and mutton and bread puddings.	Do.	Do.
Friday -	Do.	Irish stew and rice and treacle.	Do.	Do.
Saturday -	Do.	Roast beef and mutton, Irish stew, and rice and treacle.	Do.	Do.
——	——	Broth and a light pudding on the table every day.	——	Arrowroot gruel, &c., for the sick.

READING BOOKS used in the GIRLS' PRACTISING SCHOOLS, WARRINGTON.

Class.	Standard.	Books in use at present.	Books not used at present.
——	——	The Grade Lesson Book by E. T. Stevens and C. Hole.	The Graduated Series of Reading Books by J. S. Laurie.
I.	V. and VI.	V. and VI. Standard -	Book the Fourth.
II.	IV. and V.	IV. and V. „ -	Book the Third.
III.	III.	III. „ -	Book the Second.
IV.	II. and III.	II. and III. „ -	Book the First.
V.	II.	II. „ -	——
VI.	I.	I. „ -	——
		INFANT SCHOOL:—	
I. and II.	I.	Chambers's First Standard Reading Book.	——

W. BAKER.

WHITELANDS

Visited May 20th, &c. and November 18th, &c. with the Rev. J. G. C. Fussell.

Officers.

No.	Names.	Annual salary.	Is board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
		£			
1	Rev. H. Baber, M.A., chaplain and secretary	450	No.	Yes.	No.
2	Rev. E. Worlledge, M.A., lecturer and teacher of art of teaching	300	No.	No.	No.
3	Mrs. Harris, lady superintendent	160	Yes.	Yes.	Yes.
4	Miss Gillott, first governess	70	Yes.	Yes.	Yes.
5	Miss Bailey, second governess	55	Yes.	Yes.	Yes.
6	Miss Stanley, third governess	50	Yes.	Yes.	Yes.
7	Mr. May, teacher of music	85	No.	No.	No.
8	Miss Rees, teacher of drawing	25	No.	No.	No.

Results up to year ending 31st December last (inclusive).

——	Number.	Average salary offered to them on leaving the College.
Number of students proceeding from college after 31st December 1865, after a residence of one year	—	
Number of students proceeding from college after 31st December 1865, after a residence of two years and upwards	53	Not known.
Number of students withdrawn *within* the year ending as above:—		
For illness	3	
Number of students (excluding those now in residence) received into training since 1841 (date of establishment)	1016	
Number of students now known to be acting as teachers of elementary schools in Great Britain	Not known	

Accommodation and Numbers.

Number of students which the building is at this time capable of accommodating, 107.

Number of students at this time in residence, viz.,—

——		Who have resided		Total.
		Less than 1 year.	Between 1 and 2 Years.	
Students admitted pursuant to article 107.	Who have been pupil-teachers	52	50	102
	Who have not been pupil-teachers	1	1	2
Total		53	51	104

This institution continues to maintain its high character; 106 students were present at the time of our visit. The chaplain and lady superintendent working with such entire unison of purpose, and in such entire harmony, is a very great advantage to the college. All the officers of this institution give their whole energy to the work. It was a source of great regret to find at our visit in November last that both the chaplain and lecturer had been suffering from lengthened illness, which had prevented them from attending to their duties in college. The lecturer's place had been temporarily supplied; but of course the loss of two of the officers of the institution for so long a time was greatly felt. I should strongly recommend in an institution of more than 100 students and of such importance as Whitelands, that an additional governess should be provided.

The conduct of the students was well reported of, especially those in the second year of residence. Only two of the mistresses who left at Christmas 1866 undertook the charge of infant schools. The health of the students was very good. The number of servants kept in the institution eight, and one "odd man."

The practising schools are both good and sufficient. In the upper school there were present 104 girls; in the upper model (or practising) 111 girls; in the lower 110 mixed boys and girls; and in the infant school the number was 109 : total 434.

The committee, which was called together to confer with us respecting the report of the college, was very limited, consisting only of Abel Smith, Esq. M.P., and Rev. J. H. Hamilton.

INDUSTRIAL WORK.

Number of Students employed.	In what occupation.	Time which they are employed.
Every student	Makes her bed and sweeps her own dormitory - - -	One hour daily.
Twelve	Sweep and dust - - -	One hour daily.
Four	Lay cloths for dinner and wash up tea-things - - -	Three hours daily.
One	Assists in kitchen - - -	Four hours daily.
One	Ditto. - - -	Three-quarters of an hour daily.
Twenty-four	Laundry work - - -	Three hours weekly.
One	Sorts linen - - - -	Five hours weekly.

DIETARY.

Dinners.

Sundays.—Cold roast beef, bread, potatoes, and plum puddings.
Mondays.—Roast legs of mutton, potatoes, and bread.
Tuesdays.—Roast beef, potatoes, bread, and rolled currant puddings.
Wednesdays.—Minced meat or hash, and roast shoulders of mutton, potatoes, and bread.
Thursdays.—Boiled beef with cabbage, or carrots or parsnips, potatoes, and bread.
Fridays.—Boiled legs of mutton, potatoes, bread, and rice puddings.
Saturdays.—Hash and cold meat, potatoes and bread.

The students carve for themselves.

Breakfasts.

Coffee and bread and butter.

Tea.

Tea and bread and butter.

Suppers.

Bread and butter, and each student has half a pint of beer, and those who like it may have broth.

REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, MATTHEW ARNOLD, Esq., *on the* NORMAL SCHOOLS *of the* BRITISH AND FOREIGN SCHOOL SOCIETY *in the* BOROUGH ROAD, SOUTHWARK, *for* SCHOOLMASTERS, *and at* STOCKWELL *for* SCHOOLMISTRESSES.

MY LORDS, March 1868.

IN company with my colleague, Mr. Alderson, I in November last inspected the training colleges of the British and Foreign School Society in the Borough Road and at Stockwell.

Borough Road College.

There is no change in the staff of the Borough Road Training College since Mr. Bowstead's report last year. All the officers who give the secular instruction in this training college, Mr. Curtis the principal, Mr. Smith the vice-principal, and Mr. Barkby, now hold the degree of Bachelor of Arts in the London University.

Teachers.

I heard lessons given by all these gentlemen, of whose ability and attainments my colleagues and I have frequently expressed our opinion to your Lordships. Mr. Curtis, besides presiding at a criticism lesson which I heard, himself gave a lesson in my presence to the first-year students in grammar, his immediate subject being the *pronoun*, and his lesson being illustrated in a very interesting and instructive manner by continual reference to the language of old English works and of the Bible. Mr. Smith I heard lecture to the first-year students in the second book of Euclid. My colleague, Mr. Bowstead, has borne to the merits of Mr. Smith's mathematical teaching a testimony which is on this point as valuable as my testimony would be insignificant. Mr. Alderson and I listened with great pleasure to a lecture by Mr. Barkby to the second-year students on physical geography, the special subject taken being the *trade winds*.

Students.

The students are divided into four classes, each with its monitor or curator appointed for the term. This monitor has the supervision of the students of his class while they are preparing their lessons in the workroom; he takes daily notes on the work, behaviour, and progress of each student under his care, and delivers these notes daily to the principal. The diligence and discipline of the students are satisfactory; I thought too that their reading and recitation was improved since I had last heard it; it had more feeling, and there was less roughness of tone and pronunciation.

The students in training here fall now very considerably below the number for whom accommodation is provided. There is room for 100; Mr. Bowstead found only 65 in residence in 1866, and I found only 61 in 1867. This deficient supply of students is due to causes on which I have fully

enlarged in my general report. It threatens to continue, for only 53 candidates presented themselves at this training school at Christmas for 72 vacancies. The students who enter are in general, as I have remarked in my general report and for the reasons which will there be found given, inferior in acquirements and spirit to the students with whom the pupil-teacher body of former years supplied us. Mr. Curtis reports to me of them, what I believe experience proves to be the case in all other training schools also, that they have in general poorer attainments, less interest in study, and less of a zealous spirit for the prosecution of their calling than the students of ten years ago.

The revival in the country of a lively sense of the importance of popular education will of itself do much to reanimate the pupil-teacher body, and thus, with time, to give to the training colleges an ampler and a more ardent stock of students; but meanwhile your Lordships will feel, I am sure, that the Committee of Council on its part will do well to co-operate by all the means in its power towards so desirable an end.

Results of examination in 1866 and 1867 compared.

Comparing the results of the Christmas examination of 1867 with those of the examination of 1866, I find that, as to the first-year students, in arithmetic and geography they did better in 1867 than in 1866; in grammar, composition, and history not so well. As to the second-year students, in arithmetic a smaller number reached the mark of *excellent* or *good* in 1867 than in 1866, but a larger proportion reached the mark of *fair*. In geography there is a very great falling off in this recent examination. Whereas in 1866, out of 32 students of the second year presented, more than 65 per cent. were marked *excellent* or *good*, and more than 34 per cent. were marked *fair*, the whole number presented thus reaching at least the mark of *fair*; in 1867, out of 33 presented, only 6·06 per cent. were marked *excellent* or *good*, and 66·66 fair, thus leaving, besides the great relative inferiority in the higher marks, a per-centage of over 27 who did not even reach the lower mark of *fair*. In grammar, on the other hand, there is shown at the examination of 1867 a very considerable improvement. In composition 1866 was a better year than 1867; above all, a much larger proportion of students reached in 1866 the higher marks in this subject. In history the falling off in 1867 is extraordinary; only 27¼ per cent. of those presented reached even the mark of *fair*, whereas in 1866 more than 65½ per cent. were *excellent* or *good*, more than 34⅓ were *fair*.

Our mode of examination not perfectly satisfactory.

I am bound, however, to record my opinion, founded on my experience of the foreign training schools, that with our mode of conducting these examinations and of marking the papers, uniformity of standard and trustworthy unity of impression are very hard to attain, and that these results are

much better attained when the whole examination is conducted, and the papers marked, as abroad, by an examining commission.

Stockwell College. Teachers.

At the Stockwell College there have been several changes in the teaching staff since last year's report. Miss Scott, the principal teacher, has married and has left the institution. Here at Stockwell, and in the Borough Road before the Stockwell College was built, Miss Scott has for more than 13 years done excellent service. Her abilities and information, her power of fluent exposition, and her pleasing manners, all contributed to make her effective in her post. Her successor, Miss Steele, formerly second teacher, is somewhat wanting, perhaps, in fluency of exposition, but her clearness of head and grasp upon her subject make her a powerful teacher. Miss Fish is now second teacher; she was herself taught up in an excellent school, and her teaching shows the fruits of it. She gives instruction in grammar and language, and also in drawing. In this latter branch the students whom she has instructed have been remarkably successful. Miss Boulton has gone; the two new teachers replacing her and Miss Scott are Miss Stoker and Miss Gay. Miss Stoker gives instruction in history and geography, and I heard a good lecture from her, one of a series of four, to the first-year students on *winds*. From Miss Gay I heard a useful and ingenious lesson, also one of a course, to the first-year students on the inflection of the voice in reading.

The students here are divided into four classes as at the Borough Road, but they have no curators. The college is full, the considerations which at present deter our young men from following the profession of primary teacher, operating, as is well known, with far less force in the case of girls and young women.

Results of examination in 1866 and 1867 compared.

Comparing, as I have done for the Borough Road College, the results of the Stockwell examination, in 1866 and 1867, in the five subjects of arithmetic, grammar, composition, history, and geography, it appears that in arithmetic the students did very much better in 1866 than in 1867. In grammar and composition they did, on the other hand, very much better at this last examination than at the one in 1866. In history there seems an extraordinary failure this last year. Only 40 per cent. of 50 students presented reach *fair;* in 1866, out of 53 students presented 32 per cent. were marked *excellent* or *good*, and 47 per cent. more reached *fair*. In geography, 1867 is greatly better than 1866, but then 1866 was by no means brilliant. The second-year students have also done their geography very much better in 1867 than in 1866, and 1866 was not, for the second-year students, so weak a year in this branch as it was for the first-year students. In history, the students of 1866 have a great superiority. In arithmetic

there is not, on the whole, very much difference between the two years. In grammar and composition the second-year students have, both in 1867 and in 1866, acquitted themselves extremely well, the composition of 1867 being yet better than that of 1866. The reading and repetition of the whole body of students was particularly good this last November.

Callisthenics and gymnastics.

The Stockwell students have regular lessons in callisthenics, to their great advantage. At the Borough Road College gymnastics are not taught, and there are neither room nor appliances for teaching them. To one who has recently seen the training schools of Germany and Switzerland, and who knows the value there attached to cultivating, through gymnastics and out-door exercises, the physical development of the future schoolmaster,—above all, of the future primary schoolmaster,—this omission cannot but be matter of regret. No public normal school for primary teachers would in Germany or Switzerland be allowed to exist without adequate provision for teaching gymnastics to the students. The buildings of Küssnacht, the primary normal school for Canton Zurich, would make a poor show beside those of the Borough Road College, but attached to them is a good gymnasium and a good garden for the students. The students there have one hour's instruction in gymnastics every week, and two hours military exercising; all through the fine time of the year they have three hours a week of gardening. In great towns in Germany, where there can be no garden and gardening, the time given to gymnastics is proportionably augmented.

I have the honour to be, &c.

MATTHEW ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the year* 1867, *by Her Majesty's Inspector*, J. BOWSTEAD, Esq., M.A., and late Fellow of Pembroke College, Cambridge, *on the* WESLEYAN NORMAL SCHOOLS, WESTMINSTER.

MY LORDS, April 1868.

IN the course of the past year I was instructed, in conjunction with my colleague, Mr. Waddington, to examine and report upon the normal schools established and supported by the Wesleyan Committee of Education, in the Horseferry Road, Westminster. After communication with the authorities of the institution, we selected one of the early weeks in November for the performance of this duty.

These schools, as is well-known, are organized so as to train teachers of both sexes in one building and under one management; there is a common dining hall for all; scriptural instruction is given to, and religious worship is engaged in by the whole body together; and the male and female students assemble from time to time in one large room for musical exercises. These, however, are (as a general rule) the only occasions on which the students of the two sexes receive a common treatment. In their ordinary classes, the sexes are kept separate. Most of the tutors have duties to discharge in connexion with each department, but their lectures to the two departments are given at separate times and in different class rooms.

During the past year, a large addition to the present buildings has been in course of construction. A new and handsome lecture hall of large dimensions has been erected, a capital and ample day room, well fitted up, has been provided for the young men, and many additional dormitories, as well as some additional class-rooms, have been secured. Up to the end of the past year, it had for a long time been necessary to rent a house in Vincent Square, and to send out some of the female students every night to sleep there. But this is no longer necessary, and the whole of the students are now lodged on the premises. At the same time the separation between the male and female departments is rendered more complete, and the recent addition must be pronounced to be in every respect a great and valuable improvement.

At the date of our inspection, there were 67 male and 58 female students actually on the premises. Two other young men, who had recently gone away ill, were expected to return in time for the Christmas examination, but unfortunately they were not able to do so. The 58 female students were divided between the two years, in the proportion of 27 of the first year to 31 of the second. The 67 male students consisted

of 37 in their second, and 30 in their first year. All these 125 students had to read and recite before us, and the 68 who were in their second year of training, were moreover directed to give a lesson to a class of children in our presence. The time required for these exercises obliged us to establish some division of labour, and it was arranged that Mr. Waddington should take the female department, whilst I confined my attention to the other.

Both the reading and the recitation of the young men were highly creditable. The recitation exercise is one of comparatively recent institution, and I look upon it as being exceedingly valuable. Though not long established, it has already been brought to a high degree of excellence, and it is impossible to listen to the easy flow of well-remembered eloquence, in prose or verse, as the case may be, and to the generally correct emphasis with which it is delivered, without feeling that the effort required for the production of such results must have had a highly educating influence on the class of persons (pupil-teachers or others) who frequent these institutions. I speak advisedly of correct emphasis, rather than of correct pronunciation, because provincialisms prevail extensively in this institution, and are, in fact, so ingrained in the young men, especially in those from the northern counties, that the two years of training are quite insufficient for the eradication of the habit.

The lessons given by the male students were, on the whole, as good as any that I have ever heard under similar circumstances, and many of them were very well illustrated by drawings on the black board.

The following observations have been forwarded to me by Mr. Waddington as the result of his investigations in the female department of this institution.

"In accordance with the arrangement entered into between my colleague, Mr. Bowstead, and myself, at our recent inspection of the Westminster Wesleyan Normal College, the duty of examining the female students in reading and recitation, and of hearing the second-year female students give a lesson, devolved upon me; in addition to this it was arranged that I should hear lessons given by some of the teachers of the institution.

"On the above points I beg to lay before your Lordships the following remarks:—

"The reading of the female students was most satisfactory, and the recitation, if possible, still more effective. I was struck with the just emphasis, the good modulation, and the correct punctuation of a large majority of the students, while in pronunciation the faults of provincialism were by no means so marked as is generally the case with male students. In some cases, especially so, as might be expected, in recitation, a certain amount of drawback was occasioned by extreme nervousness. With regard to the model lessons given in my presence by second-year students, it appeared to me that the written notes of the lesson were, in most cases, drawn out with very considerable care, method, and knowledge, and that the communication of the lesson to

the class was effected with a good recollection of the notes, with order, and with method; but that at the same time any amount of real graphic power in the communication, and any marked gift of attracting vivid and continuous interest from the children were not general, but, if anything, rather the exception. This sort of defect, however, would point rather to a want of general talent than to any deficiency in the instruction of the students in such points of "teaching" as can themselves be taught.

"In reference to the teachers of the normal college, it fell to me to hear lessons given by the lady superintendent, Miss Cape, and by one of the tutors, Mr. Bailey, both of whom appear to be thoroughly competent in their respective situations, and to fulfil their duties with zeal and ability. I was also requested by my senior colleague to take more especial note of the musical instruction, which is under the charge of Mr. West. For this purpose male and female students meet together, and the chorus singing from 125 blended voices was very effective, and upon the whole very pleasing. I should be glad on any future occasion to have more opportunity of specially observing the fitness of individual students, taken at hazard, to *teach* singing to a class, as well as to sing themselves.

"With regard to such other points as refer to the male and female students collectively, or to the general management of the college, my colleague has reported upon them to your Lordships, and I need not add anything to his remarks."

It only remains to add a few general remarks. I heard the usual criticism lessons, and also lectures given by the head-master, and each of the tutors (except Mr. Bailey) on the special subjects to which their attention is principally directed; and my impression on the whole was that the institution never had a more efficient staff, nor was its work ever more effectually done. This impression has since been confirmed in a remarkable manner by the results of the last examination for certificates; for on that occasion, not only did no single student in either department make a total failure, but there was not even one that stood in so low a position as the 4th division. The number examined was 123, and of these 36 were placed in the first, 61 in the second, and 26 in the third division. So favorable a conclusion of the year's work cannot fail to have been highly gratifying to the patrons and friends of the establishment, nor will it be less satisfactory to your Lordships to have this proof of the efficiency of a college which has been fostered by public aid for so many years past.

But whilst the present state of these important normal schools is justly a subject of congratulation to all the parties concerned, there is one mournful subject upon which I must offer my sincere condolence to all who are interested in their welfare. Since the close of the year to which this report refers, their well known and distinguished principal, the Rev. John Scott, has been unexpectedly removed from the scene of his labours by the hand of death. Mr. Scott had presided over this institution from its commencement, he was more than any other individual the author of its existence, and he

had brought it to its present prosperous position by the unwearied exercise of those rare gifts, which fitted him so peculiarly for the government of young people. His mild wisdom, his sound judgment, his power of understanding and sympathizing with those whom he desired to act upon, enabled him to exercise an amazing influence for good over all who entered the establishment; and it is not too much to say that his loss is one which, for a time at least, it will be hardly possible adequately to replace.

I have the honour to be, &c.

J. BOWSTEAD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, D. R. FEARON, Esq., *on the* NORMAL SCHOOL *for* SCHOOLMASTERS *at* BANGOR.

MY LORDS, Chester, March 1868.

I HAVE the honour to report that I visited the normal school for training schoolmasters in connexion with the British and Foreign School Society, at Bangor in North Wales, during the week commencing 4th November 1867. Bangor Normal school.

My visit to this institution was deferred until a date somewhat later than that at which it has been usual to conduct the inspection, on account of the death of the principal, the Rev. J. Phillips. Mr. Phillips was one of the most active among the founders and promoters of this normal school. He raised a large sum annually among the Calvinistic Methodists and others living in Wales or sympathizing with the cause of Nonconformist and undenominational education in the Principality (*see* my last report, pages 485–86); and his loss is severely felt by the promoters of British schools throughout North and Mid Wales. His death, happening somewhat suddenly and unexpectedly after an illness from which he appeared to be recovering, has made it a matter of some difficulty for me to report this year upon the normal school. There are some points upon which, when drawing up my last year's report, I deferred a final decision until the present year, but which, under the circumstances, can hardly be determined just now. I have also been unable to obtain such full information as I could wish respecting some particulars of the working of the institution, because documents which are said to have been in the custody of the late principal are not now forthcoming. I am happy to be able to say, however, that these papers are not of the most serious importance, and that all the returns required by your Lordships have been completed; and the greater part of the information which I require has been supplied me by the vice-principal, Mr. Price. Death of the principal.

This gentleman has had the control and superintendence of the establishment during the period of the vacancy in the principalship; and, if I may judge by the condition in which I found the college when I visited it, about a month after the principal's death, he has discharged those temporary duties very efficiently. I found the establishment in thorough order in all respects; and as much facility was given for the conduct of my inspection as on the last occasion of my official visit. His duties temporarily discharged by the vice-principal.

The condition of the buildings and premises of this normal school continues to be very satisfactory; and I have nothing to add to the description which I gave of them in my last report, page 478. A few words, however, are necessary respecting the practising school. Buildings and premises.

The students have during the past year practised, as here- Practising school.

tofore, in the British school at Garth. In my report for last year (pages 479–481) I showed that this school could not be regarded as in any respect a model school. I reported that its buildings, premises, and internal accommodation were not very satisfactory, and that its connexion with the normal school was precarious and uncertain. At the same time I added that Bangor was already so well supplied with elementary schools that I could not recommend the erection of another school, which might fulfil the purpose of a model practising school to the normal school, because there would probably not be enough children to fill such a new school. In support of this conclusion I mentioned that there had been a decrease in the attendance of scholars at the British and Wesleyan schools in Bangor, (occasioned, however, not by any fault on their part, but by the alleged improvement in other schools), and I called attention to the official statement of the managers of the British school, that there was the strongest reason to doubt that the ordinary expenses of that school would continue to be provided for. I am happy to be able to report that this statement was the result of a mistake on the part of the managers, who intended, it appears, to state that there was the strongest reason to suppose that the ordinary expenses of the school would continue to be provided for—the precise contrary of that which they did state.

I am glad also to be able to report that certain minor defects in the furniture and apparatus of Garth school have been remedied, and that the school is now fairly well supplied in these respects.

The buildings of the normal school are capable of accommodating 41 resident students.

Number of students in residence,

I found 26 students in residence, namely, 12 juniors and 14 seniors. At first sight this number seems to be smaller than that returned for last year, but it is not so in reality. Last year a preparatory class of six scholars who had not yet entered upon the two years' course of training was reckoned among the 30 students, but in consequence of your Lordships' decision that no part of the expenditure upon these scholars might be included in the estimate upon which the calculation of the grant to the normal school is based, these preparatory scholars have not, during the past year, been permitted to reside or board within the building; and although the residence of such scholars in Bangor for the purpose of studying in lodgings near the normal school has been encouraged by the authorities of the institution, these scholars have not been taught regularly along with the students of the first year, nor has any systematic instruction been given to them by the teachers of the normal school. The preparatory class, in fact,

and their standing.

has, as an organized part of the normal school, ceased to exist. But the number of students regularly admitted (pursuant to article 107, Revised Code), and entered upon the two years'

course of training, is increased by two since my last report, and consists of 12 students of the first year and 14 students of the second year. Of the 12 first year's students 5 had been pupil-teachers, the remaining 7 had not; of the 14 second year's students 10 had been pupil-teachers and 4 had not. Thus of the total number (26) of students, 15, or rather more than one-half, had been pupil-teachers.

The following tables furnish additional particulars respecting these students.

TABLE I.—SECOND YEAR STUDENTS.

List of second year students.

Name.	Class at 2nd Year's Examination.	Class at 1st Year's Examination.	Class at Admission.	Whether a Pupil-teacher.	Came from.	Religious Denomination.	Whether speaking Welsh (only), or English (only), or both Languages from Childhood.
1. Evans, Gwilym	2	2	1	Yes.	Ebbw Vale	Calv. Methodist	Both.
2. Jones, David	3	3	2	Yes.	Llanberis	Do.	Welsh.
3. Jones, G. J.	2	2	1	Yes.	Aberllefenny	Do.	Do.
4. Jones, J. T.	2	3	2	No.	Ceunant	Do.	Do.
5. Jones, T.	1	1	1	Yes.	Mold	Do.	Both.
6. Jones, W.	1	1	1	Yes.	Talgarth	Congregationalist	Do.
7. Morgan, D. O.	4	3	2	No.	Penllwyn	Calv. Methodist	Welsh.
8. Morgan, T.	3	3	2	No.	Rhydfendigaid	Do.	Do.
9. Reynish, J.	2	2	1	Yes.	Swansea	Do.	English
10. Thomas, D.	2	3	2	Yes.	Llansadwrn	Do.	Welsh.
11. Webbe, H. W.	2	2	2	Yes.	West Bromwich	Church of England	English.
12. Williams, D.	2	3	1	No.	Pontardawe	Congregationalist	Welsh.
13. Williams, L.	2	2	2	Yes.	Cefncoedcymer	Calv. Methodist	Do.
14. Williams, W.	1	1	1	Yes.	Swansea	Do.	English.

TABLE II.—FIRST YEAR STUDENTS.

List of first year students.

Name.	Class at 1st Year's Examination.	Class at Admission Examination.	Whether a Pupil-teacher.	Came from.	Religious Denomination.	Whether speaking Welsh (only), or English (only), or both Languages from Childhood.
1. Evans, D.	1	1	No.	Trefach, Carmarthen.	Baptist	Welsh.
2. Evans, E.	3	2	No.	Llanon, Cardigan	Calv. Methodist	Do.
3. Griffiths, B.	2	2	Yes.	Swansea	Independent	Do.
4. Hill, J. D.	2	2	No.	Towyn	Church of England	English.
5. Howell, W. G.	3	2	No.	Dinas Cross, Pembroke.	Baptist	Welsh.
6. Hughes, H.	2	2	No.	Tregarth, Bangor	Calv. Methodist	Do.
7. Jones, R.	1	1	Yes.	Bethesda, Carnarvon	Do.	Do.
8. Lewis, J.	1	2	Yes.	Newtown	Do.	English.
9. Lewis, W. D.	2	2	Yes.	Rhymney	Independent	Do.
10. Owen, W. W.	3	2	No.	Drwsycoed, Carnarvon.	Do.	Welsh.
11. Prosser, S.	1	2	No.	Crickhowell	Calv. Methodist	English.
12. Richards, J. P.	3	2	Yes.	Pembroke Dock	Independent	Do.

Terms of admission, and form of declaration.

The students pay 3*l.* each as an admission fee. This is the only charge made for the two years' course.

The form of declaration signed by each student who is admitted after the December examination, conformably to articles 105, 109 of the Revised Code, remains the same as given in my report for last year (page 484). The penalty prescribed by the form has not been enforced against any student during the past year, and I believe that no occasion has arisen for enforcing it; but of this I am not sure, as owing to the death of the principal I was unable to obtain precise information on the subject.

The following is a list of the students admitted at the examination in December 1867.

List of students admitted at the December examination, 1867.

TABLE III.

Name.	Whether Pupil-teachers.	Class at Admission.	Name.	Whether Pupil-teachers.	Class at Admission.
1. Cooke, F. W. -	Yes.	1st.	11. Jones, William -	No.	2nd.
2. Gregory, James	Yes.	2nd.	12. Lloyd, John -	No.	2nd.
3. Hughes, Henry	Yes.	1st.	13. Lloyd, John H.	No.	2nd.
4. Hughes, John -	Yes.	1st.	14. Owen, Hugh - -	Yes.	2nd.
5. Hughes, William	Yes.	1st.	15. Rowland, David	Yes.	2nd.
6. Jones, David -	No.	2nd.	16. Roberts, John -	Yes.	2nd.
7. Jones, John H.	No.	2nd.	17. Williams, Hugh	Yes.	2nd.
8. Jones, O. N. -	No.	2nd.	18. Williams, J. T. -	No.	2nd.
9. Jones, Richard	Yes.	2nd.	19. Williams, Robert	No.	2nd.
10. Jones, Thomas -	No.	2nd.			

This gives the normal school an increase of seven upon the number admitted last year, which was only 12. It will be remarked that 10 out of the 19 candidates admitted, or rather more than one-half, have been pupil-teachers.

The following is a copy of the time-table, showing the employment of each hour in the day and the distribution of time between the officers of the institution.

TABLE IV.—GENERAL ROUTINE.

For exceptions, *see* "CLASS TIME TABLE."

Time.	Employment.	Time.	Employment.	Time.	Employment.
7	Roll call.	12 to 1¼	Recreation.	6½ to 8	Class.
7 to 8	Private study.	1¼ to 1¾	Dinner.	8 to 8¾	Recreation.
8 to 8¼	Prayers.	1¾ to 2	Recreation.	8¾ to 9	Supper.
8¼ to 8¾	Breakfast.	2 to 5	Class.	9 to 9¼	Prayers.
8¾ to 9	Dressing for the day, &c.	5 to 5½	Tea.	9¼ to 10¼	Private study.
9 to 12	Class.	5½ to 6½	Recreation.	10¼	Retire.

Time Table, 1867.

The letter P. stands for "Principal," V. P. for "Vice-Principal," T. for "Tutor," D. M. for "Drawing Master," and M. P. for "Master of Practising School."

Day.	Hour.	Teachers.	2nd Year Class.	Teachers.	1st Year Class.
Monday.	7	T.	Algebra		Private study.
	9	V. P.	Grammar	T.	Arithmetic.
	10¼	P.	Bible lesson	V. P.	Writing.
	10½	"	"	"	Grammar.
	11	T.	Algebra	"	"
	11¼	"	"	"	Reading.
	2	V. P.	Reading (Bible history).	T.	Economy.
	3	"	Composition	"	Writing.
	3½	T.	Writing	V. P.	Reading (Bible history).
	4–5	"	Astronomy	"	Composition.
	6½	"	Music	T.	Music.
Tuesday.	7		Private study	T.	Mental arithmetic.
	9	V. P.	History	"	Geometry.
	10¼	"	Reading	P.	Bible lesson.
	10½	T.	Writing	"	"
	11	"	Geometry	V. P.	History.
	2	V. P.	Critical lesson	T.	Economy.
	3	"	" "	"	Algebra and mensuration.
	4	"	Criticism	"	Map drawing.
	6½	M. P.	Revised Code and registers.		Private study.
Wednesday.	7	V. P.	Reading	V. P.	Reading.
	9	"	School management	T.	Arithmetic.
	10¼	P.	Bible lesson	"	Writing.
	10½	"	"	V. P.	School management.
	11	T.	Arithmetic	"	" "
	11¼	"	"	"	Reading. "
	2	"	Half holiday	"	Half-holiday.
	6½	"	Private study		Private study.
Thursday.	7	V. P.	Dictation	V. P.	Dictation.
	9	"	Grammar	T.	Geometry.
	10¼	"	Reading	"	Writing.
	10½	T.	Geometry	V. P.	Grammar.
	11	"	"	"	"
	11¼	"	Writing	"	Reading.
	2	"	Economy	V. P.	Critical lesson.
	3	"	Mathematics	"	"
	6½	D. M.	Drawing	D. M.	Drawing.
Friday.	7	T.	Alegbra	V. P.	Reading.
	9	V. P.	History	T.	Arithmetic.
	10¼	"	Reading	P.	Bible lesson.
	10½	T.	Writing	"	"
	11	"	Algebra	V. P.	History.
	11¼	"	"	"	"
	2	"	Music	"	Reading and composition.
	3½	V. P.	Reading and composition.	T.	Music.
	6½	D. M.	Drawing	D. M.	Drawing.
Saturday.	7	V. P.	Repetition	V. P.	Repetition.
	9	T.	Economy and essays	"	Latin.
	10½	V. P.	Geography	T.	Economy.
	6¼		Private study	V. P.	Geography

The staff.

The officers of the institution at the date of my visit were:—

Office.	Name.	Degree, &c.
1. Principal - -	(Vacant).	——
2. Vice-Principal - -	Mr. John Price -	Certificated.
3. Tutor - - -	Mr. John Thomas -	B.A., London, certificated.
4. Drawing master -	Mr. J. C. Rowlands.	——
5. Head master of the practising school.	Mr. Hugh Jones -	Certificated.
6. Matron - - -	Miss Grace Roberts.	——

Duties of the vice-principal and tutor,

The only part of the instruction taken by the late principal was the religious instruction, with which I am not concerned. The whole of the secular instruction, and all that relates to the preparation of the students for their examinations and their work as teachers in elementary schools, with the exception of their superintendence when teaching in the practising school, is undertaken by the vice-principal, Mr. Price, and the tutor, Mr. Thomas, who divide between them the subjects required in the course as follows:—

and division of work between them.

Mr. Price undertakes grammar, history, school management, critical lessons and criticisms, geography, reading, repetition, composition, Latin, and dictation.

Mr. Thomas undertakes arithmetic, algebra, geometry, economy, music, writing, mathematical geography, and mental arithmetic.

Duties and salary of the vice-principal.

The following table shows the arrangement of time given by the vice-principal to the different subjects which he takes during the week:—

TABLE V.

Subjects taught.	No. of Lectures in the Week.	Time given to each Lecture.	Total Time given to the Subject during the Week.
		Hours.	Hours.
Grammar - - -	4	$1\frac{1}{4}$	5
History - - - -	4	2 $1\frac{1}{4}$ / 2 1	$4\frac{1}{2}$
School management - -	2	$1\frac{1}{4}$	$2\frac{1}{2}$
Critical lessons and criticisms -	2	3	6
Geography - - -	2	$1\frac{1}{2}$	3
Reading - - -	12	6 $\frac{1}{4}$ / 4 $\frac{3}{4}$ / 2 1	$6\frac{1}{2}$
Repetition - - -	2	1	2
Composition - - -	4	$\frac{3}{4}$	3
Latin - - - -	1	$1\frac{1}{2}$	$1\frac{1}{2}$
Dictation - - -	2	$\frac{1}{2}$	1

So that the total time occupied by the vice-principal in teaching during the week of six days is 35 hours, an average of about six hours a day.

Mr. Price lectured in my presence on history to the second-year students, and on grammar to those of the first year. The lecture on history was good. It was catechetical, very clear, and methodical; delivered with ease and fluency, and in well chosen language. The subject of the grammar lecture was difficult, but it was carefully and thoughtfully treated. Mr. Price has the art of following the thread of his subject with ease and readiness, while at the same time he keeps his class in perfect order and attention.

I beg to repeat the opinion which I expressed in my report last year (page 487) of his decided ability as a teacher. His salary is 190*l.*, with rooms in the normal school, but not board.

The following is the arrangement of time given by the tutor to the different subjects which he takes during the week:— Duties and salary of the tutor.

TABLE VI.

Subjects taught.	No. of Lectures in the Week.	Time given to each Lecture.	Total Time given to the Subject during the Week.
		Hours.	Hours.
Arithmetic	4	$1\frac{1}{4}$	5
Algebra	5	1	5
Geometry	4	$1\frac{1}{4}$	5
Economy	5	3 at 1, 2 at $1\frac{1}{2}$	6
Music	3	$1\frac{1}{2}$	$4\frac{1}{2}$
Writing	8	4 at $\frac{1}{2}$, 4 at $\frac{1}{4}$	3
Mathematical geography	1	1	1
*Mental arithmetic	1	1	1

So the total time occupied by the tutor in teaching during the week of six days is $30\frac{1}{2}$ hours, an average of about five hours a day.

The tutor gave three lectures in my presence; one on geometry, another on arithmetic, and a third on music. The first two lectures were well delivered. Mr. Thomas explains principles with lucidity, and illustrates and applies them to practice with readiness. The musical lecture also appeared to be very effective. The lecturer showed that he has a cor-

* In addition to this, exercises are given twice a week to each class to work *in* a given time.

rect ear and ready pitch of voice; and that he is well qualified to train the students in the art of teaching singing from notes. I have much pleasure in repeating the opinion which I expressed in my last report (page 488) that Mr. Thomas is a sound, painstaking, and efficient teacher. His salary is 110*l.*, with board and rooms in the normal school.

Results of the Christmas examination.

Since the date of my visit of inspection the Christmas examination (December 1867) has tested the value of the conclusions which I had formed and have expressed above respecting the efficiency as teachers of the vice-principal and the tutor; and I am glad to find that the results of the examination corroborate those conclusions. There were no *failures* among any of the students either of the first or second year; neither did any student of the first year fall into the fourth division. The whole of the 12 first-year students succeeded in obtaining places in the first three divisions; the per-centage in the several divisions being as follows:—in the first division were placed 33·3 per cent. of all the first-year students presented for examination, and the same number in each of the other two divisions. Comparing this result with that obtained in the examination by the first-year students in all the other normal schools for masters, I find that Bangor has in the first division a higher per-centage on the number presented than any other normal school in England and Wales.

One student of the second year was placed in the fourth division; the rest were all placed in the three higher divisions; the per-centage in the several divisions being as follows:—in the first division were placed 21·43 per cent. of all the second-year students presented for examination; in the second division, 57·14 per cent.; in the third division, 14·29 per cent.; and in the fourth division, 7·14 per cent. Comparing this result with that obtained in the examination by the second-year students in all the other normal schools for masters, I find that Bangor has in the first division a higher per-centage on the number presented than any other normal school in England and Wales, except five; two of which (viz., Carnarvon and Westminster) are slightly, while three (viz., Battersea, Borough Road, and Chelsea) are decidedly superior to Bangor. Taking into consideration that this normal school draws almost all its students from Wales, and that the native language of most of them is Welsh (*see* Tables I., II.), I think that these results, if not brilliant, are very sound and satisfactory.

As regards the particulars of the examination, the students of the first year did very well in arithmetic, school management, spelling, penmanship, and music; well in mental arithmetic, reading and repetition, and Euclid; badly in grammar, composition, history, and geography. The students of the second year did very well in reading and repetition, spelling, and

music; well in school management, penmanship, and economy; badly in grammar, history, and geography.

My Lords will remark that Mr. Hugh Jones is not now returned on page 1 of form 39 (*a*) as "Master of Method" to the normal school. All the instruction in method (except so far as the superintendence of the students when practising may be considered to fall under that head,) is now ostensibly as well as really in the hands of the vice-principal. Mr. Jones however has during the past year continued to act as master of the practising school, and has continued to receive the salary of 10*l.* a year mentioned in my last report (page 491). It appears that he receives this sum partly as accountant to the normal school, partly as master of the practising school, and partly as lecturing once a week at the normal school on the keeping of registers and the requirements of the Revised Code. (*See* Table IV., Routine for Tuesday.) These lectures, however, have not been given with any regularity, and do not appear to have been considered as an important part of the routine; so that Mr. Jones' duties during the past year have been strictly confined to those which may be said to belong to the head master of the elementary school in which the students practise, and which in my report of last year (page 493) I divided into two portions, viz., (*a.*), watching and superintending students when teaching in the ordinary course of the school routine; (*b.*), showing them, by his own method of handling classes, and of governing and directing the whole school, how these things ought to be done, and setting them an example of practical success in the profession.

Instruction in method.

Head Mastership of the practising school.

Duties of the head master.

(*a.*) I have some difficulty this year in criticising the performance by Mr. Jones of the first portion of these duties, because the forms of report upon the practising of the students, which he is said to have drawn up and to have presented to the late principal during the course of the past year, were not forthcoming at the date of my inspection, and have not, I regret to say, yet been discovered among the late principal's papers. I have, therefore, not had the advantage of seeing these reports, either at the time when I was marking the teaching of the students, or now that I am reporting on the practising school. I have, however, some doubts whether these forms of report on the students' practising were framed in such a way as to be very suitable to their purpose; and I also doubt whether they were filled up with due care and regularity. The notes upon which they were based appear to have been entered in the ordinary school log-book; and there has evidently been a want of system in the keeping of these practising records. I have made some practical suggestions to Mr. Jones as to the mode in which these records should in future be kept; and I wish it to be distinctly understood,

both by him and by the students, that if I have the honour to inspect this normal school next year, I shall, when I am hearing the teaching of the students, call for these records, and shall take them into account in assigning the mark to be given for teaching to each student who is a candidate for a certificate. I have no doubt that Mr. Jones will endeavour to have them ready.

I must, however, repeat the conviction expressed on pages 493–4 of my last report that it will be almost impossible for Mr. Jones efficiently to watch and correct the daily work of the practising students with his present weak and inadequate school staff; and I must, if the students are to continue practising in Garth school, again urge the necessity of appointing an assistant master. Shortly before his death the late principal wrote to inform me that he was about to appoint such an assistant master; but his death has prevented that project being realized. Under the circumstances I shall not press the matter further in this report. I have called the attention of the committee to the question, and I will only once more remind them that I am not satisfied with the mode in which the practising of the students has been superintended during the past year, and that though the mode in which Mr. Jones proposes to conduct that superintendence during the coming year appears to be satisfactory, I do not think it likely that he will be able to carry it into effect unless his permanent school staff is enlarged.

The following is an extract from the report of the master of the practising school:—

"I beg to inform you that up to the end of last year the arrangement for the practising of the students at this school was the same as that in force at your last visit. This year, however, a few changes for the better I trust have been introduced. Three students are now sent down, two from the second year's class, and one from the first; the former remain a fortnight, the latter only a week.

"The second year's students have the entire charge of a section, including one standard, occasionally assisted by a pupil-teacher or candidate. The first year's men during their first week at school do not take the entire charge of any section, but spend a day with each, assisting the teacher, and making themselves generally acquainted with the routine of the school and the requirements of the various standards.

"This year I have been far more particular in reporting on the students' teaching than hitherto; but I feel that in order that their practice here may have its full effect, it should be understood by them that the report on their teaching will be taken into consideration, both by the college authorities in their appointments, and also by Her Majesty's inspector when marking the teaching of the second year's men. When it is distinctly understood by the students that the report on their teaching here would be read by Her Majesty's inspector, and compared with their teaching before him, and would also be taken into consideration when appointing them to situations, I feel assured that the time spent here would be of greater value to the school and the students."

I reported last year that the time-table of the Garth school ought to show what hours the master gives to the direct superintendence of the students, and how he contrives so to arrange his time as to neglect neither the scholars, nor the pupil-teachers, nor the students. The time-table which has been in use during the past year does not set these matters forth with sufficient clearness; but Mr. Jones has now drawn up a new time-table which is to be used throughout the current year (1868), and which shows the work of all the classes, the students, the pupil-teachers, and the head master very clearly.

(*b.*) As regards the second portion of the duties which appertain to the master of a practising school, viz., the setting before the students an example of practical success in the teaching and management of an elementary school, I have again to report that Mr. Jones fairly fulfils this most important requirement. The Garth school has just passed a satisfactory examination, and is in very fair order and discipline. I continue to think that Mr. Jones is making genuine efforts to improve the school, and I think, on the whole, that I need not add anything on this subject to what I remarked in my last report (page 496).

Two suggestions respecting the practising of the students.

In concluding this part of my report I would beg to offer two brief suggestions respecting the practising of the students in this normal school, viz.:—

(1.) If the authorities of the normal school feel the extreme importance of this branch of a student's training, they must remember to strengthen the hands of the master of the practising school by paying real attention to his reports on the teaching of the students, and making the students feel that it is essential to their success that they should do their best to satisfy him.

(2.) It would be a great advantage to the students if some arrangement could be made with the managers of St. Paul's schools to allow one of the second year students to practise in their mixed school. That school is so well furnished and is in such admirable order that it would be a positive gain to the students to have some experience in it; and as most of them have on leaving the normal school to conduct mixed schools, it would be an advantage to them to have observed the working of a very favourable specimen of such schools. It would also, doubtless, be a benefit to the head master of Garth school, who complains frequently, and not unreasonably, that he is over-burdened with the superintendence of the students, to be relieved of the responsibility of one of the second year students, and to be able to concentrate his attention on the two (one of the first and another of the second year) who would still be left under his charge. In

fact in every respect the plan I propose would be a great improvement. The managers and masters of St. Paul's schools have informed me that they would not be unwilling to undertake the charge of one student at a time; and I strongly recommend the principal and committee of the normal school to consider the advisability of trying the experiment.

Teaching of the second year students.

The 14 second year students gave specimen lessons before me at the Garth school, to classes drafted for that purpose into one of the class-rooms, on two successive days. These lessons were well drawn and arranged, and were, on the whole, very well delivered. Great, and in most cases successful, efforts had been made to overcome Welsh difficulties, in respect of accent, pronunciation, and grammar. Considering all these difficulties, and considering also that this year for the first time these lessons were delivered without previous rehearsal, they gave me great satisfaction. The only general fault that I have to find with these lessons is that the students are apt, like all young teachers, to hurry on from one part of the lesson to another without sufficiently securing their pupils' knowledge of each part. They sometimes either forget to question the class as they proceed, so as to ascertain whether they have understood and can retain all that has been delivered, or they are contented with receiving answers from too small a fraction of the class. No collective oral lesson can be considered successful which has not been mastered by at least three-fourths of the class to which it was delivered, and looking to the provisions of the new Minute of February 20, 1867, and the examinations in higher subjects which the inspector is required to conduct under that Minute, it is desirable that the students should endeavour to make the results of their collective teaching come up to that standard.

The collective lessons tested by the standard of the Minute of 20 Feb. 1867.

Diet and recreation of the students.

As far as I could judge from what came under my own observation the diet of the students is wholesome and sufficiently liberal. I think also that they are allowed sufficient time for recreation and exercise.

Health.

The following report was handed to me in compliance with my request by the medical officer of the institution:—

REPORT of MEDICAL OFFICER.

DEAR SIR, Bangor, November 7th, 1867.

THE sickness at this college has been very trifling since the last report, with the exception of one fatal case of typhus in February.

This fever did not exist previously at the college, nor did it spread. The student sickened soon after his arrival:

It is therefore probable that he had the fever in a latent form before leaving home or that he became infected on the journey.

The other cases were a few of inflamed sore throat in February, and bronchitis and colds in May, and a few of dyspepsia at various times, none of them of any great severity, but all readily yielding to treatment.

I am, dear Sir, yours truly,

To D. R. Fearon, Esq. HENRY ELLIS.

Discipline and conduct of students.

Judging by what I saw of the students during the week of inspection in October, and during that of the Christmas examination in December, I have no fault to find with their discipline or behaviour. Considering that at the time of my inspection the principalship was vacant, I should not have been surprised if there had been some slight defects in the order and discipline of the establishment. But nothing of the kind was observable. The vice-principal and tutor had the whole establishment in thorough order and the students quite under control.

Quality of the students trained in Bangor normal school as practical teachers.

The best way, however, of judging what is the tone of this normal school, and what effects the training here provided produces on the students, is to watch them carefully after they have left the normal school and have entered on their career of teaching in elementary schools. It so happens that I am in a very favourable position for forming this judgment, because the British schools in 10 out of the 12 Welsh counties in which these students are chiefly employed are under my inspection. For a few months in the year 1865 and continuously since September 1866, I have been occupied in inspecting these schools, and I have always taken care to note the date and length of their teachers' training, and other circumstances which would bear on the question of the practical usefulness of Bangor Normal School. I have now visited all the schools in my district at least once, many twice, and some three times; and combining this experience with the three inspections of the normal school which I have conducted, I am in a position to form a judgment on the practical success and character of the masters sent out from the normal school.

judged from inspection and examination of schools in which they are employed.

Table illustrating this practical question.

The following table gives a list of 70 schools in this district in which I have found masters trained in Bangor Normal School. I have arranged them according to the date of the training of their teachers, because it is reasonable to expect that the institution would be less successful in its early years than now in turning out efficient teachers. There are a few other schools in which I have found Bangor teachers, but which I have excluded from this list because, from some peculiar circumstances, it was not possible to form a decisive judgment on those teachers' merits. The total number of Bangor students now known to be acting as teachers of elementary schools in Great Britain is 136; so that the following list gives my personal knowledge of rather more than one-half of them.

TABLE VII.

1. Number.	2. Date and Length of Training.	3. Whether a Pupil-teacher.	4. Discipline of the School.	5. Results of the Examination of the School.	6. General Remarks on the Teacher.
1	1858, 1 year	Yes.	Moderate	Unsatisfactory	Not very diligent; and deficient in system.
2	Ditto	Yes.	Excellent	Very good	Thoroughly satisfactory in all respects.
3	1858-9, 2 years	No.	Very bad	Very bad	Very unsatisfactory in all respects.
4	1859, 1 year	No.	Excellent	Excellent	Thoroughly good in all respects.
5	Ditto	Yes.	Pretty fair	Moderate	Unsystematic and unmethodical, but improving.
6	Ditto	Yes.	Very fair	Moderate	Bad health; since obliged to resign.
7	Ditto	Yes.	Fair	Fair	Unsystematic, but improving.
8	Ditto	Yes.	Bad	Bad	Very unmethodical. Wants system and energy.
9	Ditto	Yes.	Very bad	Very bad	Most inefficient and unsuccessful.
10	Ditto	Yes.	Moderate	Moderate	Wants system and energy.
11	1860, 1 year	No.	Excellent	Excellent	Very painstaking and efficient.
12	Ditto	Yes.	Very bad	Very bad	Thoroughly unsatisfactory in all respects.
13	Ditto	Yes.	Very fair	Very fair	An efficient teacher under trying circumstances.
14	Ditto	No.	Good	Good	A very successful teacher in a rural school.
15	Ditto	No.	Good	Fair	Fair.
16	Ditto	Yes.	Excellent	Excellent	Thoroughly satisfactory in all respects.
17	1861, 1 year	Yes.	Good	Very good	A very successful teacher in a rural school.
18	Ditto	Yes.	Bad	Very bad	Thoroughly unsatisfactory.
19	Ditto	Yes.	Fair	Pretty fair	Pretty fair on the whole.
20	Ditto	Yes.	Excellent	Excellent	Thoroughly good in all respects.
21	Ditto	Yes.	Very fair	Very fair	Above the average.
22	Ditto	Yes.	Good	Good	Very successful.
23	Ditto	Yes.	Very good	Good	Very successful.
24	Ditto	Yes.	Moderate	Bad	Unsuccessful; bad health.
25	1862, 1 year	Yes.	Fair	Fair	Fair, and improving.
26	Ditto	Yes.	Very bad	Bad	Thoroughly unsuccessful.
27	Ditto	Yes.	Fair	Fair	Contending against great difficulties.
28	Ditto	Yes.	Moderate	Moderate	Deficient in energy.
29	Ditto	Yes.	Fair	Fair	Fair.
30	Ditto	Yes.	Very fair	Good	Improving, will be a valuable teacher.
31	Ditto	Yes.	Moderate	Moderate	Unsatisfactory, wanting in method.
32	Ditto	Yes.	Good	Good	Improving, will be a good teacher.
33	Ditto	Yes.	Pretty fair	Pretty fair	About to leave the profession.
34	1862-3, 2 years	No.	Pretty fair	Pretty fair	Wanting in system and energy.
35	Ditto	No.	Very bad	Very bad	Thoroughly unsatisfactory.
36	Ditto	No.	Excellent	Excellent	Thoroughly good.
37	Ditto	Yes.	Very bad	Very bad	Very unsuccessful.
38	Ditto	Yes.	Fair	Bad	Pretty fair on the whole.
39	Ditto	Yes.	Good	Fair	Very fair on the whole.
40	Ditto	Yes.	Good	Good	Very efficient.
41	Ditto	No.	Good	Pretty fair	Fair.
42	Ditto	No.	Very good	Good	Very successful.
43	1862-4, 3 years	No.	Bad	Bad	Very unsatisfactory.
44	1863, 1 year	Yes.	Excellent	Excellent	Good in all respects.
45	Ditto	Yes.	Very fair	Very fair	Satisfactory.
46	Ditto	Yes.	Excellent	Excellent	Thoroughly efficient in a rural school.
47	Ditto	Yes.	Moderate	Moderate	Unsatisfactory; wants system and energy.
48	Ditto	Yes.	Moderate	Bad	Unsatisfactory; wants energy and method.
49	Ditto	Yes.	Good	Good	Very successful.
50	Ditto	Yes.	Good	Good	Very successful.

1. Number.	2. Date and Length of Training.	3. Whether a Pupil-teacher.	4. Discipline of the School.	5. Results of the Examination of the School.	6. General Remarks on the Teacher.
51	1863–4, 2 years	Yes.	Good -	Bad - - -	Pretty fair on the whole.
52	Ditto -	Yes.	Very fair -	Very fair - -	Very fair.
53	Ditto -	Yes.	Excellent -	Excellent -	Thoroughly satisfactory in all respects.
54	Ditto -	Yes.	Moderate -	Bad - - -	Unsatisfactory.
55	Ditto -	Yes.	Good -	Good - -	Very successful.
56	Ditto -	Yes.	Pretty fair	Pretty fair -	Wants system and method.
57	Ditto -	No.	Pretty fair	Pretty fair -	Wants energy and system.
58	1864–5, 2 years	Yes.	Excellent -	Excellent -	Thoroughly satisfactory in all respects.
59	Ditto -	Yes.	Pretty fair	Pretty fair -	Deficient in energy.
60	Ditto -	Yes.	Pretty fair	Moderate -	Great difficulties; improving on the whole.
61	Ditto -	No.	Excellent -	Excellent -	Thoroughly efficient and good.
62	Ditto -	Yes.	Good -	Bad - - -	Fair, on the whole.
63	Ditto -	Yes.	Very fair -	Very fair - -	Satisfactory.
64	Ditto -	Yes.	Pretty fair	Moderate -	Not very successful or promising.
65	Ditto -	Yes.	Excellent -	Excellent -	Thoroughly good in all respects.
66	Ditto -	Yes.	Good -	Good - -	Successful.
67	1865–6, 2 years	Yes.	Good -	Good - -	Very promising.
68	Ditto -	Yes.	Pretty fair	Moderate -	Able; but not sufficiently painstaking.
69	Ditto -	Yes.	Good -	Good - -	Successful so far, very promising.
70	1867, 1 year -	Yes.	Very good	Excellent -	Thoroughly efficient and successful.

Remarks on this table.

From the foregoing table it appears that, of the 70 teachers therein criticised, 12 are excellent both as disciplinarians and as instructors, and are thoroughly satisfactory in all respects; 20 are very fair, or good, teachers; 18 are fair, or pretty fair; 12 are unsatisfactory; and 8 are very unsatisfactory. In other words, two-sevenths of the whole number are not so successful as they should be in the profession of teaching and conducting elementary schools. But it is to be observed that the majority of unsatisfactory cases fall within the earlier years of the working of this normal school, and that there are very few among those trained within the last three or four years who are not satisfactory.

Among the unsatisfactory cases a certain proportion is occasioned by mere want of energy, activity, and diligence, arising from idleness, laziness, or bad health. There are also some cases of men who find that they have mistaken their profession, and that, after all their training as pupil-teachers and students, they will never make good teachers. Some of these cases are apparently incurable, and the result is that when brought face to face with the strict requirements of the Revised Code they leave the profession. Others, stimulated or urged by the test of an individual examination and the method of payment by results, are now beginning to exert themselves, and will probably become successful teachers in a short time.

Of the defects that are curable the commonest is the want of system and method. This defect is noticeable, in various degrees of intensity, among a very large number of these 70 teachers, and is especially observable in their teaching of the elementary subjects, reading, writing, and arithmetic. A certain allowance must be made in this respect for national characteristics. But making this allowance, I have still not the least doubt that this want of good method is mainly due to the weakness of the practising school at Bangor, and to the fact that insufficient attention has been paid to this practical and most important branch of the students' training.

I have no doubt that the new principal will give his most serious attention to this important question, and that henceforth the provision made for this practical part of the students' training will not be inferior to that which I find made for the rest of their scholastic education.

I have the honour to be, &c.

D. R. FEARON.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1867, *by Her Majesty's Inspector* SCOTT NASMYTH STOKES, Esq. *on the* ROMAN CATHOLIC NORMAL SCHOOLS, *at* HAMMERSMITH *for* SCHOOLMASTERS, *and at* LIVERPOOL *for* SCHOOLMISTRESSES.

MY LORDS,

In inspecting the Roman Catholic normal schools in September 1867, I was accompanied by one or other of my colleagues. At Hammersmith I was met by Mr. Renouf, and at Liverpool by Mr. Lynch.

It was represented to me that at the time of year fixed for the Hammersmith inspection a full meeting of the managing committee could not be secured. Nevertheless, Lord Petre displayed his interest in the college by being present on the part of the committee, as also did Mr. Allies. At Liverpool likewise Mr. Allies met us together with the Rev. T. Cookson, and the Rev. R. Chapman, members of the managing committee.

We found in residence at the training schools 87 students, viz., 15 males and 72 females.

——	1st Year.	2nd Year.	Total.
At Hammersmith (Males) - -	6		15
At Liverpool (Females) - - -	37	35	72
Total - - -	43	44	87

All of these students had served an apprenticeship as pupil-teachers in elementary schools. Besides the regular students in training at Hammersmith there were seventeen young men undergoing a course of preparation for the admission examination of December 1867. Thirteen members of the "preparatory class" had not been pupil-teachers.

The staff of officers for 1867 was—

——	Hammersmith.	Liverpool.
Principal - -	Rev. J. B. Rowe -	Miss Snessens.
Vice-Principal - -	Rev. T. Graham -	Miss Lescher.
Lecturers and governesses	Mr. J. Murray -	Miss Wallis.
	Rev. J. Fitzgerald -	Miss Hartigan.
	Mr. J. Enright -	Miss Lomax.
	——	Miss Ashhurst.
	——	Miss Pottinger.
Teacher of practising school	Mr. J. Henry -	Miss Livesey.
Assistant - -	Mr. J. Kerchoffs -	Miss Macpherson.

Hammersmith Normal School.

Mr. Mills, sometime senior lecturer at Hammersmith, retired towards the end of 1866, and was succeeded by Mr. Enright who received his training in the model school Dublin. The appointment of a lecturer without acquaintance with British arrangements seems to me to have been an experiment attended by some risk; but the experiment promises to prove successful. Mr. Enright appears to combine industry perseverance and an unaffected manner with the other qualifications necessary for the office of lecturer, and I hope after further trial to add his case to several instances in which within my own experience Dublin schoolmasters have served with remarkable efficiency in English schools.

I learn with regret that the other lecturers are about to leave their situations. Changes may be unavoidable, but they can scarcely fail to be temporarily injurious under the best circumstances, and in a college beset with difficulties like Hammersmith it becomes almost essential to retain the services of every efficient officer for the longest possible period.

It has already been noticed that the students regularly in training during 1867 for the place of schoolmaster numbered no more than fifteen, nine being in the second year of residence and only six in their first year. The number of certificated masters actually employed in teaching Roman Catholic schools in Great Britain upon 31st December 1866, appears from the latest returns to have been 191. Hammersmith is the only training school for Roman Catholic schoolmasters, and Hammersmith contained only fifteen students in two years of training; but an average annual supply of seven or eight recruits to the body of certificated masters is not large enough to cover the ordinary loss by death, retirement, and other causes; nor indeed is the new supply now promised enough to balance one half of the yearly drain. The number of Roman Catholic schoolmasters obtaining certificates without passing through the training school has fluctuated from year to year, but has now for several years been very small. Therefore the body of certificated Roman Catholic schoolmasters must under present conditions be *a decreasing body*, extinguishing in its diminution all hope that the hordes of Roman Catholic boys still neglected in many large towns of England and Scotland will be gradually gathered into new schools under qualified masters, and on the contrary exciting apprehension that some boys' schools already established must be transferred to female teachers or assigned to masters wanting certificates.

The evils thus threatened appeared to the Catholic Poor School Committee so grave that in order to avert them the adoption of measures involving a further heavy charge upon their funds, always liberally devoted to the training of

masters was resolved on. A preparatory class of candidates for the admission examination was formed free of all charge to the youths received; travelling expenses to and from home at the summer holidays were allowed to students in residence; a personal allowance on the scale formerly adopted by the Committee of Council was given to each student according to his place on the class list; and masters successful in training candidates for admission were awarded gratuities. In the Roman Catholic schools of London a scheme of rewards was further devised to encourage the employment of male pupil-teachers.

Some success has already attended these active measures, and the class list lately issued shows that twenty-five of the candidates for admission to Hammersmith obtained places on it. As compared with the admission of nine candidates at the beginning of 1866 and six candidates in 1867, the success of twenty-five at the last examination is gratifying. But whether the large sums of money expended upon the male training school have been profitably invested is a question which can only be answered after an investigation of the future career of the masters trained, the usefulness and length of their service in schools, and their general superiority over untrained masters. In the liberal mode of their treatment charity is not contemplated. Money is spent upon them as a means towards the multiplication and improvement of primary schools, and the investment cannot be considered good unless a large return in this way is obtained.

Leaving out of account, as matter of opinion, the *value* of the trained master's service, I must acknowledge my disappointment with its ascertained *length*. One would desire to see more general evidence of a permanent love of teaching, of rational acquiescence in the teacher's lot, which, if not exalted, is yet useful, respectable, and secure from risk. In place of steady perseverance in a course which has been deliberately selected, I am accustomed to hear of certificated masters who have given up teaching, or who are desirous of doing so and merely teach until some opening can be found in another direction. Among masters animated by a sincere desire to remain teachers, men married and settled who have established a character in their own neighbourhood, it is not unusual to find that school keeping is not their only business. Several schoolmasters keep stationers' shops; one is a druggist, another a pawnbroker. Now, although it may be quite true that the details of such shopkeeping are left for the most part to the care of the master's wife, yet no one will doubt that the responsibility and anxiety of business must in some measure divert the husband's attention from his school duties.

On the master's side he will plead the impossibility of

supporting his wife and children upon his school income alone, and the necessity of adding to it by subsidiary means. Were he debarred from seeking to increase his income he would be driven out of school altogether, and devote himself entirely to the less laborious, and perhaps more lucrative shop.

Those who in the public interest undertake the duty of rearing masters for primary schools will do well to consider how far it is possible either to render the teacher's position more desirable than at present, or else to find men ready to accept it with more moderate wishes. To expend large sums of money in training masters who take schools in discontent, and abandon them on the first opportunity, is but to squander means in courting disappointment.

Returns from the Hammersmith Training School state that of 195 students received into the college since its establishment in 1854 no fewer than 134 were, in June 1867, known to be acting as teachers of elementary schools in Great Britain. This would seem satisfactory, supposing the fact of teaching in all cases ascertained, and not merely inferred from the absence of information to the contrary. A rise in wages has also taken place. The average salary offered to 19 students leaving the college in January 1867 is returned at 70*l.*, as against an average of 60*l.* in the previous year. Such a rise is sound proof that managers set an increased value upon the services of trained students. But as the average salary earned by certificated masters employed in Roman Catholic schools throughout Great Britain, including all professional sources of income, falls below 78*l.*, it would appear as though advancing age and experience and successful skill bring small reward to the teacher.

The special work of the Hammersmith training school is steadily maintained. The students' reading and recitation showed improvement on former years, and their lessons in the practising school were characterized by the same practical simplicity as has deserved praise in previous reports.

The results of the Christmas examination are such as I should have anticipated; no brilliant success, but nothing approaching failure. All the students gain classes, but none in the first, nor yet in the fourth class.

The marks awarded by the examiners show that the performances of second-year students were creditable in all subjects except history, geography, and music.

Among students of one year the only weak subjects are grammar and economy.

Liverpool Normal School.

Of the services rendered to elementary education by the Liverpool Training School it is not possible to speak too highly. To its influence, as far as regards Roman Catholic girls' schools, are mainly due the extension of inspection and annual

grants, the increase of teachers, the strengthening of teaching communities, the adoption of the best organization and most successful methods, intelligent accuracy in keeping school records, and the maintenance of a high and generous tone of feeling among schoolmistresses. My examination does not extend to religion, but the managers of schools assure me, whenever this subject is mentioned, that the teaching and example of Liverpool students are as valuable in a religious sense as I know them to be in all that relates to the secular conduct of schools.

This training school is always full; indeed, from time to time I have been disposed to complain that too many eager applicants for admission were allowed, as it were, to force their way into the college. The authorities are now convinced that it will be better to limit the students to 60, which was the number originally contemplated. 60 students equally distributed between the two years of residence can be in all respects comfortably accommodated in the training school, and will probably suffice to meet the annual demand upon it for certificated teachers.

As affording indication of the localities where the pupil-teacher system has taken deepest root, and whence the harvest of students has been gathered, I may refer to the following Table:—

NUMBER OF CANDIDATES FOR ADMISSION, AND LOCALITIES PRODUCING THEM.

In the 13 years 1855–67 623 candidates for admission to the Liverpool Training School, in the aggregate, have attended the examinations held annually in December.

Locality of Schools.	Number of Candidates.	Number of annual Examinations.
Schools in—		
Liverpool - -	have presented 151	candidates at 13 examinations.
Manchester - -	„ 42	„ 12 „
London and suburbs -	„ 39	„ 10 „
Glasgow - -	„ 26	„ 7 „
Edinburgh - -	„ 20	„ 8 „
Preston - -	„ 20	„ 11 „
Newcastle - -	„ 17	„ 8 „
Sheffield - -	„ 16	„ 7 „
Wigan - -	„ 16	„ 9 „
St. Helen's - -	„ 13	„ 7 „
Birmingham - -	„ 12	„ 7 „
Blackburn - -	„ 12	„ 6 „
Birkenhead - -	„ 11	„ 5 „
Wolverhampton -	„ 11	„ 6 „
Bolton - -	„ 9	„ 7 „
Leeds - -	„ 8	„ 5 „
Carlisle - -	„ 6	„ 4 „
Hull - -	„ 6	„ 5 „
Hurst Green (Whalley)	„ 6	„ 6 „
Cardiff - -	„ 6	„ 3 „
Stirling -) -	„ 6	„ 3 „
Chorley -) -	„ 5	„ 4 „

Locality of Schools.		Number of Candidates.		Number of Annual Examinations	
Schools in—					
Nottingham	have presented	5	candidates at	4	examinations.
Towneley	"	5	"	3	"
York	"	5	"	4	"
Falkirk	"	5	"	4	"
Airdrie	"	5	"	4	"
Perth	"	5	"	3	"
Wishaw	"	5	"	3	"
Ashton-in-Makerfield	"	4	"	2	"
Burnley	"	4	"	3	"
Salford	"	4	"	3	"
Newport (Monmouth)	"	4	"	3	"
Stockport	"	4	"	3	"
Woolwich	"	4	"	1	"
Abergavenny	"	3	"	3	"
Bilston	"	3	"	3	"
Bradford (York)	"	3	"	2	"
Croydon	"	3	"	2	"
Douglas (Isle of Man)	"	3	"	3	"
Durham	"	3	"	3	"
Ince Blundell	"	3	"	3	"
North Shields	"	3	"	2	"
Sunderland	"	3	"	3	"

Cheadle (Staffordshire), Accrington, Bristol, Alton (Staffordshire), Darlington, Hyde, Hazlewood, Hexham, Bath, Lancaster, Plymouth, Warrington, Stafford, Stella, Dowlais, Swansea, Talacre, Dumfries, Dundee, Carfin, Nitshill, 2 each; and Brewood, Broadway, Ashton-under-Lyne, Devonport, Derby, Erdington, Fernyhalgh, Fleetwood, Folkeston, Garstang, Great Haywood, Hampton, Holywell, Hanley, Liscard, Litherland, Longton, Loughborough, Macclesfield, Mortlake, Oldham, Prescot, Ravenhead, Richmond, St. Asaph, Smethwick, Truro, Walsall, Wellington, Aberdeen, Coatbridge, Dufftown, Galashiels, Greenock, Maryhill, Pollockshaws, Port Glasgow, 1 each.*

Of 322 students admitted to the training school, exclusively of 72 in residence June 1867, 242 are returned as known to be engaged in teaching elementary schools in Great Britain.

The average salary offered to 38 students leaving the training school January 1867 was 45*l.*

The trial lessons given before us by second-year students, as well as the reading and recitation of both years, were highly satisfactory.

At the recent examination all the papers of second-year students were well marked.

The students of one year likewise gained good marks in all subjects excepting arithmetic.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

* It has happened in several years that the candidates successfully passing the admission examination have been more numerous than could be received into training; and some of those unavoidably excluded have presented themselves again at subsequent examinations. Cases of this kind are not distinguished from new candidates.

REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, E. WOODFORD, Esq., LL.D., *on the* CHURCH OF SCOTLAND NORMAL SCHOOL, EDINBURGH.

MY LORDS,

THE total number of students, male and female, attending this normal school during the year 1867 was 104. The general arrangements for their instruction are the same as formerly reported, the male and female departments being taught as entirely separate and in a different floor of the building, but by the same staff, except that two certificated mistresses in the model school assist in the female department. Number of students.

The male students were divided as follows:—

	Who have attended		Total.
	Less than One Year.	Between One and Two Years.	
Who have been pupil-teachers -	25	21	46
Who have not been pupil-teachers -	7	2	9
Total - -	32	23	55

Six of these 55 did not satisfy the conditions of Article 107, and were Gaelic students supported by the Church to assist in keeping up the supply of teachers required for children who speak only Gaelic.

The number of female students was 49, divided as follows:—

	Who have attended		Total.
	Less than One Year.	Between One and Two Years.	
Who have been pupil-teachers -	23	20	43
Who have not been pupil-teachers -	4	2	6
Total - -	27	22	49

For the instruction of these students there is a staff of nine, in all of whom there are principal, and lecture or examine forenoon and afternoon on the essential subjects of the course, two being certificated mistresses in the model school are supplementary to these in the female department, Staff.

and the rest are for special subjects, as singing, drawing, needlework, and French.

Teachers.	Subjects.	Number of Hours engaged weekly.
Rev. James Currie, A.M., Principal.	School Management, Music, Latin, Bible.	21
Rev. A. Taylor - -	English, History, Latin, Bible -	22
P. McKinlay, A.M. -	Arithmetic, Mathematics, Geography.	25
M. Michel, B.A. - -	French - - - -	2
W. Geoghegan - -	Singing - - - -	6
W. Ferguson - -	Drawing - - - -	4
Mrs. Christie - -	Sewing - - - -	4
Miss Ross - - -	Infant School Management, Domestic Economy, History.	4
Miss Mitchell - -	History, Music, Writing - -	7

Mr. McKinlay, newly appointed last year, gives excellent promise of success as a lecturer.

Time devoted to different branches.

The number of hours set apart weekly to the different branches is as follows:—

	Males.		Females.	
	1st Year.	2nd Year.	1st Year.	2nd Year.
Bible and Catechism -	3	2	3	2
Arithmetic - -	2	—	3	2
Grammar - - -	3	3	3	3
Theory of teaching -	1	2	3	2
Penmanship - -	1	—	—	1
History - - -	1	2	2	2
Geography - -	2	2	2	2
Music - - -	4	4	4	4
Teaching - - -	1	2	2	3
Sewing - - -	—	—	2	2
Euclid and Algebra -	2	5	—	—
Economy - - -	1	—	1	—
French - - -	—	—	—	2
Latin - - -	3	3	—	—
Drawing - - -	1	1	1	1
Total - -	25	26	26	26

The time devoted to the different branches is short as compared with that of the English colleges (p. 446, Report 1866–67,) or of the same college in former years, when there were *four* principal lecturers, and this must be compensated for by throwing more upon the students in the shape of private or home work, and examining more upon the prescribed tasks instead of lecturing. In history, for example,

two hours devoted mainly to examination of the prescribed portion imply several hours of private or home study. As all the male students provide lodgings for themselves their time for study is optional and limited only by the necessity of rest. The matron of the boarding house for female students, where the hours for everything is prescribed in a time table, seems to consider the work imposed upon them as heavy.

Teaching.

The time devoted to the practical work of teaching seems to be short, and this part of the training is altogether very susceptible of improvement. For example, when the students of the first year enter the practising school the classes are broken up into subdivisions for them, and they teach for half an hour. The children generally do not attend to the interpolated lessons thus given. There is no continuity of a distinct subject to encourage effort or entail responsibility, and there is not staff to afford close superintendence. The head master of the practising school states that the time during which the students teach is not only so much subtracted from the work of the school but that it tends to make the children less attentive, while from the different schools in the country they acquire a confusing variety of terminology and definition.

Model lessons.

The model lessons given by students of the second year as part of the general examination were generally very satisfactory. They were prepared under instruction, and after a lesson called the "criticism lesson" which each had given to be heard and criticised by the other students in presence of the rector, who sums up and gives his own remarks. Before I hear them I receive the prepared notes, which are usually very well and neatly written, especially by the female students. The reading and recitation both of the first and second years were also generally very satisfactory. Pains is taken to eradicate provincialisms and to draw attention to the proper modulation.

Results of examination.

The examinations held at Christmas 1867 show the following results:—

Second year male students. They passed well in Bible, spelling, and teaching, catechism, and reading, and fairly in arithmetic, Euclid, and music. In English grammar, composition, penmanship, geography, and economy not many attain to the marks excellent or good.

First year male students pass very well in Bible, reading, and spelling; and fairly in catechism, arithmetic, grammar, penmanship, and music. The subjects in which the marks are considerably lower are school management, mental arithmetic, Euclid, and history. On the state of the knowledge of grammar at this stage as exhibited in the examination papers worked by the same class of students in all the

training colleges, and by the teachers who took the same class of papers, I have in my general report submitted such remarks as were suggested by a very minute and careful revision.

Second year female students. This class makes throughout a very good appearance, there being no decided shortcoming in any of the branches.

First year female students. This class also passes very well. The branches in which a comparative shortcoming is apparent are grammar and history.

The following table shows the classes in which the students passed :—

——	1st Class.	2nd Class.	3rd Class.	4th Class.	Failed.	Totals.
Males, 1st year -	2	16	10	—	3	31
,, 2nd year -	6	8	8	1	—	23
Females, 1st year	9	13	4	—	—	26
,, 2nd year	13	7	—	—	—	20
Totals -	30	44	22	1	3	100

Female boarding house.

The female students residing in the boarding house have each once during the session an opportunity of washing and dressing a shirt, and of cooking such a dish as a beef-steak pie, which has to be regarded as a test of attainment, and not in the way of practice, as, owing to the pressure of other work, there is no provision for their instruction or training in domestic economy. The accommodation of this establishment is excellent, and the time table and rules appear to be most judicious. Students that need a little more time than others will be occasionally placed at disadvantage, and the restrictions on conversation must now and then be felt as somewhat irksome if all the rules are strictly observed. The industrial work is done at the normal school under a different matron.

Demand for trained teachers.

Upon the whole the demand for trained teachers exceeds the supply. All the male students who left last Christmas have obtained situations with an average salary of from 60*l.* to 70*l.* (including your Lordships' grant in aid), and a very large proportion of the female students have also obtained situations, though the importance and efficiency of their share in the work of education is not yet duly appreciated in Scotland.

I have the honour to be, &c.

ED. WOODFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, JOHN GORDON, Esq., *on the* CHURCH OF SCOTLAND NORMAL SCHOOL, GLASGOW.

MY LORDS, Edinburgh, March 1868.

THE studies of the Seminary during the session ending in December last consisted of the course of instruction formerly described,—without addition or diminution. The students, male and female, were 93 in number, and classified as follows:—

——	1st Year.	2nd Year.	Total.
Males - - - - -	24	24	48
Females - - - -	25	24	49

Of 76 candidates for admission to the Seminary examined n December 1866, 62 were declared admissible, and 50 (male and female in equal number) were admitted.

Forty students, who, at the end of their second year, quitted the Seminary in December 1866, in following out their vocation, are known to be now placed as follows:—

——	Male.	Female.	Total.
Appointed to assistantships - -	18	4	22
„ Subscription schools -	4	6	10
„ General Assembly's schools	1	—	1
„ Female Industrial schools -	—	—	12
Left the profession - - -	1	1	2
Waiting appointments - - -	—	2	2

None of either sex had to wait long till they were sought after and settled in eligible situations. In one month after the termination of their studies all the males had been so settled; and within eight or 10 months, all the females.

These particulars denote or imply much of what was done in the seminary during the last year; and they suggest one or two remarks pretty much the same, it may be, as have been offered on former occasions, yet not perhaps even now quite superfluous.

I. The number of the trained students who, on leaving the seminary, were appointed to the office of Assistant teachers in the common schools appears to have been of late considerably

increasing. On this point the reports of the last five years give the following per-centage of such appointments:—

—	Male.	Female.	Total.	Per-centage of whole Number.
In 1862 appointed assistants -	17	5	22	31
In 1863 „ „ -	32	13	45	41
In 1864 „ „ -	15	4	19	35
In 1865 „ „ -	17	8	25	55
In 1866 „ „ -	15	3	18	45

It appears, farther, that the demand for trained male teachers, chiefly Assistants, during the last year was more than could be supplied from the list of the unoccupied kept at the seminary,—the deficiency occurring in at least a dozen cases of application. The increase in the number of assistants plainly tends to a diminution in the need of pupil-teachers, the use of both in the common school being pretty much of the same description, though the value of a trained assistant's service may be reckoned, in general, at twice the amount of that of an apprentice. How far the employment of assistants may proceed, with the effect of proportionally abating that of the less experienced pupil-teachers, remains to be seen. In the meantime, it is observable that the assistant very commonly commences as a pupil-teacher, and experience shows that he is all the better for the early training he receives in that capacity. Any very marked decline of the pupil-teacher system is thus probably postponed to a late period. Of the 93 students of the last year, 45 males and 35 females had been apprenticed; and during the last year the tendency to apprenticeship seems, on the whole, to have been, in this district, undiminished, the candidates for admission to apprenticeship having been in number 167 (107 males and 60 females). At the same time the prevailing sense of the country evidently is, that the teaching power in the common schools behoves to be of much more amount than had been usual up to a recent date,—the date, indeed, of the rise of the pupil-teacher system. This opinion has been much extended and confirmed through the operation of those portions of the Revised Code which have already been applied in Scotland, and especially by the clearer view of the actual state of the first steps of elementary instruction in the common schools, which has been obtained from the method of individual examination.

II. The programme of subjects taught at the seminary, as already said, underwent no change during the last year, and the Syllabus of subjects for the examination of students

examined for certificate had the usual conformity to the Normal school programme, neither the syllabus nor the programme proposing anything not included in the ordinary programme of the common schools.

That feature of the Normal school which its designation indicates, the instruction which it offers in the principles and practice of tuition has, of course, no counterpart in the common schools; but in nothing else is the Normal programme peculiar. At one time, indeed, a branch of instruction unknown to the common schools was attempted in the Church of Scotland's Normal School at Edinburgh, where the male students, or a select portion of them, were instructed in the principles of Agriculture, the object being to promote, at the Highland stations to which such students were destined, "the "formation of industrial habits as well as to afford the know- "ledge and skill which would be useful in the cultivation of "small possessions, and which have hitherto been in so con- "siderable a degree wanting to the Highland people." At the same time that subject appears to have been recommended for study at the seminary by the wider consideration of "its "very popular interest as a branch of natural history." This very commendable effort was, however, inadequately supported; and, for that reason after a few years' trial it was discontinued. It seems likely however to be resumed at no distant period, the clamant fact being that a large proportion of the students in training year after year is destined to exercise the teachers' calling among an agricultural population, that is, among a very large part of the whole population of the country. This branch of instruction is recently reported as generally established in the primary normal schools of France, and thence it appears to have spread to some thousands of the common schools of the country.* It seems probable, that when industrial instruction for male pupils comes to obtain a footing in the common schools of this country the kind of it now referred to will be adopted at least as early as any other. It may be wondered, that, while physical science and parts of natural history occupy portions of some of the advanced reading-class books, no section has yet appeared there on the principles and practice of agriculture.

The syllabus of subjects on which the students are examined for certificates, while conform, as has been said, to the normal school programme, contains three which, when first announced, were not very often found in the common schools; (1 for females there was proposed the industrial branch of needlework, with some cognate matters of domestic economy;

* Rapport sur l'Organisation de l'Instruction Publique, par M. C. Jourdain, 1867.

and (2) for both sexes, the two æsthetic subjects of vocal music and drawing. These, however, were even then by no means unknown in the common schools; and thereby sufficient occasion was given for requiring a more particular and more prevalent attention to be bestowed upon them. The consequence has been, that the needlework is now universal in the aided schools; nearly so, the music; and that drawing makes a perceptible, but slower, progress.

It thus appears, how far the scheme of the Privy Council Committee remains what it has ever proposed to be—a scheme of aid, not controlling, except in a very moderate degree, the self-government of the schools that choose to take its benefits. The school must be seen, indeed, by the conditions of aid, to be provided with sufficient accommodations, and with the various apparatus requisite for its proper management; and the discipline, the instruction in its whole extent, and the general efficiency of the school, by whatsoever means accomplished, must be ascertained generally as satisfactory. But how little is specially and *expressly* prescribed in regard to their management may be seen from the Form given for the reports of Inspection. Nothing there, in regard to the *whole* programme, the time table, or the methods, excepting only that the progress in the three simplest subjects, reading, writing, and arithmetic, within defined limits, must be distinctly marked; and excepting also that "the children's know-"ledge of the Holy Scriptures and the Catechism" must, "with assistance of the minister," be ascertained and reported. All the rest of the instruction may be only what the school, by its managers, is prepared to offer. This is very far from the State education of some other countries, where the Minister of Instruction regulates the programme of the common schools, and the very methods of tuition—"J'appelle "votre attention la plus serieuse sur le document ou se "trouvent exposées les methodes qui devront être suivis "*pour chaque branche* d'études."*

In one respect, the scheme of instruction fell short of what is not unusual in the common schools; this was in Latin—offered in the Revised Code as an optional subject to pupil-teachers, and offered also to candidates for certificate. But the difficulties formerly noticed in dealing with this branch to any good purpose have continued. Of 42 candidates for admission in 1866, only 15, and these in very different stages of progress, could attempt the simple Latin part of the grammar paper; and to the greater number the subject was entirely new. It therefore occupied but a small part of the Time table during the last session. The greater number of candidates

* Instruction du Ministre de l'Instruction Publique aux Recteurs, &c. 1866.

for admission at the late examination has supplied a greater number of entrants with some knowledge of this subject; it has therefore been decided to give more attention to it in the course of the current session, than at any former time. Yet, the effectual remedy, as often said, must be found elsewhere, —that is, in the common schools, and there, it may be, by the offer of some special encouragement to teachers, pupils, pupil-teachers, or to all of them together.

The subjects are, indeed, many that might be added to the common school curriculum, which in great part regulates that of the normal school,—added, that is to say, with real benefit to the class of children by which the common schools are frequented. But the practical hindrance to this is in the short and irregular attendance, too short and irregular even for due progress in the elements which are the necessary foundation and condition of further advance. The consequence is, that the school exhibits not seldom a malarrangement of this sort:—The professed course of instruction consists of so many and such subjects as might sufficiently occupy the pupils' attention during a period of six or seven years' uninterrupted attendance; whereas, among the classes for whom these schools are intended there is no corresponding period of school attendance, nor anything approaching to it. Every pupil, however, must partake of everything in the whole course, at some period of his short and irregular attendance. The consequence is, a dislocation of the whole plan of instruction, showing itself in a feeble and fruitless struggle with matters far beyond the present stage of progress, and beyond the capacity of the pupil. Of late, much of this irregularity and of its causes has disappeared, within the sphere, at least, of my observation; but enough remains to show that what is taught within the range of the common elementary course is often too little adapted to the years and progress of the pupils; and that on this point there is need even of some regulation from authority,—such, indeed, as that which is supplied, *pro tanto*, by the 48th section of the Revised Code.

It is plain, that the common day school curriculum admits of no considerable addition until larger and steadier attendance has been in some manner secured; and by that state of matters the Normal school course will probably continue to be in a considerable degree affected.

Yet, while there is no room in present circumstances for adding to the programme of the seminary in its *general* application,—for students of good talents, or intending certain occupations, time may yet be found for other branches, such as generally obtain a place in the higher schools. Already the very competent master of Arithmetic and mathematics gives a full course of mathematical geography to students of the second year,—and, with the aid of the ample apparatus at his

command, some useful lessons in physical science. A farther extension of the duties for which he is particularly well fitted would bring to this Seminary an influential example of technical instruction. As suggested and encouraged by the Department of Science and Art, a plan for this purpose is now under consideration of the managers.

In connexion with what is here remarked, it may be added that normal school students are frequently appointed to parish and other schools where the Latin and Greek languages and mathematics are to some extent taught,—appointed it may be, in the first instance as assistants. During the last year 19 schoolmasters elect for parish schools in the district of Glasgow were examined by the University Board; of these nine had been trained at the Glasgow Normal School of the Established Church. So far, the normal training for such schools is incomplete; and what remains of the requisite acquirements must be found elsewhere, as at the University or at schools of the higher class before entering the Normal. To meet this state of matters, the provisions of the Royal Commission on Education in Scotland (Draft Bill, secs. 54, 57,) seem well adapted, in requiring of all candidates for the teachers' office "a certificate of merit either from the Com- "mittee of Council or from the University examiners," the one or the other being chosen by the school managers according to their opinion of what the range of the school instruction ought to be.

III. The late examination of students as candidates for certificate gives the results which are stated for all the Normal schools in the appended tables. Referring to these results for this seminary, it is observed that the subject of Religious knowledge, which stands first in order, and which when taught as it ever ought to be, must be considered as the first in importance, appears also to be the first in the measure of success with which it has been taught. This satisfactory result is to be imputed, in great part, to the fact that the range of examination in Bible knowledge was defined, limited, and announced by the examination syllabus, at the commencement of the session; and that the study of it in a special manner throughout the session was directed accordingly. It may be hoped that the same method of dealing thoroughly with certain portions of this subject, and with other subjects also, may be carried to the common schools which the students will by and by come to have in charge. At the same time, other parts of Scripture were by no means neglected, as might be seen from the ample quotation in the Bible and Catechism papers, of texts not taken up from any collection of proofs and learnt *separatim*, but adduced in such a manner as to indicate plainly some knowledge of their contexts.

A high estimate of success is assigned also to the "teaching" of the students; but this refers to their teaching of a single class arranged to hand for the requirements of the practising as a common school, and on a single subject chosen by themselves. The limited opportunity thus afforded is, of course, very far from showing what their ability may be in the whole treatment of a school; the "teaching" indeed must be considered as but a part of the wider subject of "school management;" and on this last the report is not so favourable. The per-centage of the higher success (excellent or good) is but low for the male students of both years; and lower for the females. How, then, is the instruction in school management carried on? The practice shews what the idea in that respect has been,—namely, that the subject properly divides itself into the two kinds of method, general and special. The first, comprising the methods applicable to all subjects, Expository, Interrogatory, Simultaneous, Individual, Mutual, and others, and to school keeping in all its parts, plainly falls to be included among the duties of the Rector. Hitherto his lessons of this kind, as formerly explained, have not been conveyed in any regular, formal course of lectures, but incidentally and in parts as occasion offered in the ordinary proceedings of the school; and this has often been done with very good effect. The one process, however, does not exclude the other, and the first, the formal systematic lecture, it is understood, will be adopted to some extent in the course of the present session, for the present Rector observes, "im-
" becilla sunt, et sine radice quæ partibus dantur."

During the last session a few *formal* lectures on the methods *specially* applicable to the teaching of different subjects were given to the students by the three masters of the Practising school. The subjects which they teach, were the subjects of their lecture, and the lecture came in supplement and explanation of the teaching; these lectures, confined to *special* methods, were sufficiently distinct in their import from any of the *general* kind likely to be delivered by the rector; they were also sufficiently distinct from one another, having reference to the different years and progress of the children occupying the several departments. Yet, as the subjects of instruction in the three departments are the same, though at different stages, it will be for the rector to observe, after some trial, whether the lectures be not in substance too much alike to require so many expositions by different masters, and also whether, when treating of the same matters, there be no discrepancy in the tenor of their lessons.

The syllabus of the examination for certificate prescribes, under the head of school management, "expedients of in-
" struction in the several elementary subjects," also the drawing up "of time tables, the keeping of school registers,

" and making up returns therefrom." On one or other of these matters, the students, male and female, are daily exercised either by the Normal or the Practising masters. Usually they take written notes of whatever has been recommended or said in regard to methods of tuition, and upon these methods they are daily examined,—for the now reduced number of the students renders this more practicable than it had been before. Their merit in these examinations is daily recorded in a book kept for the purpose, and also on the certificate which they receive from the managers on quitting the seminary. All such exercises form proper parts of the practice of tuition and of school management.

Another noticeable point of method was introduced at the late examination for certificate. A stricter test than usual was applied to those candidates who offered to take the Music paper, none being allowed to do so who did not prove ability to teach this branch by vocal performance and in other ways, as it should be taught in the common schools. The Music master will hereafter satisfy himself on this point by trial of each candidate in the practising school. His own teaching of the students comprises a good deal of classical music in various compositions of the first masters, with an abundant collection of school songs,—in which last, of course, the trial will take place. Meantime, the tabulated returns show the high values that have been attached to the Music papers of the male students of both years.

The instruction of the students in method by means of practice and in other ways is continued in the Practising department and there carried on in the manner formerly described. The head master of that department states,—

"That in each of the four divisions the students male and female, are employed in teaching or in receiving instruction in the art of teaching for one hour per day under the master of the division or the rector. The male students remain in one division for one-fourth of the session, and the female students for one month, thus passing from department to department in regular rotation; they have full opportunity of seeing all the methods employed in the various branches of elementary education, from the lowest to the highest, and of practising them under continual supervision, the masters of the various divisions being occupied during the time the students are in their divisions with no other duty."

The benefit which the students derive from their presence and employment in the Practising department depends, of course, upon the manner in which the work of tuition is there carried on. On this point, it may perhaps be enough to quote the result of the recent inspection of the Practising school under the standard examinations, premising that the methods must be good to produce so good results. The results give 99 per cent. of passes in the three primary subjects.

The tabulated reports farther show considerable deficiencies in the subjects of History and Geography. This appears to have been occasioned in both cases by the practice of not concentrating the instruction on these subjects sufficiently within the limits prescribed by the syllabus, and of extending it a great deal farther. The master of History is aware of his method admitting of improvement in that respect, and will not fail to give it. At the same time, referring to what is intimated in the Circular of 28th December 1866, he perceives the great advantage of fixing attention more particularly upon the lives of "representative persons," and upon the manners, customs, pursuits, and intelligence of the population at different periods, all in "due relation to the political outline," and thinks it quite practicable to impart not a little of that sort of knowledge, without encroaching too much on the time due to other studies. In the plan they have followed, however, such as it has been, the masters of both branches have shown their usual diligence and ability.

IV. The late examination supplies the following enumeration of the students that passed for certificate:—

——		1st Class.	2nd Class.	3rd Class.	Failed.
Second year's	Males	10	14	—	—
	Females	10	9	1	—
First year's	Males	10	13	1	—
	Females	2	17	5	—

The disparity of success in the different subjects, as already shown, is great; but, in several of the most important subjects, the managers have reason to be gratified that the highest mark of "excellent or good" has been assigned to a large proportion of the students, male and female.

V. The auditor supplies the appended account of the income and expenditure for the last year, showing in the training department a balance due to the treasurer at 31st December 1867 of 80*l.* 9*s.* 11*d.*, reduced by an excess of income in the practising department to 31*l.* 18*s.* 10*d.*

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix A.

List of Officers.

I.—Training Department.

Rector	James Leitch.
Lecturer on mathematics and physics	E. M. Dixon, B.Sc.
„ geography, grammar, &c.	E. Calvert.
„ grammar, history, &c.	John Robertson.
Music master	W. H. Lithgow.
Drawing	Alex. Banner.
Elocution	—
Medical officer	J. R. Dickson, M.D.
Lady superintendent	Grace Foulis.

II.—Practising Schools.

Master of senior school	James Macaulay.
„ juvenile school	John Stevenson.
„ initiatory school	Wm. Kirkland.
Mistress of juvenile department	Marion Stevenson.
Mistress of infant department	Isabella Bain.
Music master	W. H. Lithgow.
Drawing master	Robert Brydall.
Janitor	James Cunningham.

Appendix B.

List of Students who left the Glasgow Church of Scotland Training College, Christmas 1866.

I.—*Male Students.*

Names.	Appointments.
William Allan	Assistant, Eglinton Ironworks School.
Gilbert Ballantine	Assistant, Waterside School, Ayr.
William Blair	Cronberry Works School, Cumnock.
James Campbell	Assistant, Cronberry Works School, Cumnock.
John Forsyth	Assistant, Dalbeattie Parish School.
James Gibson	Garscadden Works School.
John Kelly	Assistant, Helensburgh Quoad Sacra School.
Thomes McAinsh	Broadsea School, Fraserburgh, Aberdeen.
William McAlister	Assistant, Blair Ironworks School, Dalry.
John McArthur	Assistant, St. John's Sessional School, Glasgow.
David McCredie	Assistant, Dalmonach School.
John McEwan	Assistant, Glasgow Academy.
Archibald McNeilage	Assistant, Highlanders' Academy, Greenock.
Franklin McPherson	Second Master, Highlanders' Academy, Greenock.
Donald McVean	Assistant, Tullibody Subscription School.
Robert Meikle	Junior English Master, Academy, Greenock.
William Morrison	Left the profession.
David Picken	Assistant, St. James' Parochial School, Glasgow.
Edward Robertson	Haggs, near Denny, Stirlingshire.

Names.	Appointments.
Thomas Smith -	Auchengray School, Carnwath.
Walter Stewart -	Assistant, Green Street Sessional School, Calton.
Andrew Struthers	Assistant, Mauchline Parish School.
William Tait -	Assistant, High School, Edinburgh.
George Wallace -	Assistant, Free St. George's School, Kelvin Street, Glasgow.
	II.—*Female Students.*
Jane Andrew -	Tomintoul School, Craigellachie, Banffshire.
Jane Borland -	Female School, Straiton, by Maybole.
Janet Cameron -	School in connexion with Dr. Raleigh's Church, London.
Lilias Clark -	Not appointed.
Jane Drummond	Female School, Partick.
Christina Glen -	Female School, Dalkeith.
Jessie Goldie -	Assistant, Female School, Kilbirnie.
Agnes Govan -	Glengarnock Ironworks School.
Marion Gregorson	Female School, Milngavie.
Mary E. Heugh -	Kirkpatrick Durham Parish School.
Jane Leask -	Assistant, Female School, Govan.
Agnes Logan -	Cronberry School, Cumnock.
Catherine McDougall -	Tulloch of Pitnacree School, Ballinling, Strathtay.
Jane McFadyen -	Insch Female School, Aberdeenshire.
Isabella McIntyre	Female School, Kilbarchan.
Janet McLellan -	Muirkirk Ironworks School.
Jessie McMaster -	Left profession.
Sarah Mahon -	Female School, Yoval, Somersetshire.
Anne Phillip -	Female School, Larbert Parish School.
Mary Jane Roberts	Fulwood School, near Preston.
Janet B. Sharpe -	Not appointed.
Helen Steele -	Livingstone Parish School, Mid-Calder.
Marion Stevenson	Oswald Female School, Kirkintilloch.
Mary Wallace -	Female Department, Partick Academy.
Maggie Wilson -	Assistant, Clyde Iron Works School.

Appendix C.

BALANCE SHEET.

Practising Department for Year ending 31*st December* 1867.

Income.	£	s.	d.	Expenditure.	£	s.	d.
To School Fees received -	1,011	8	5	By Teachers' Salaries - -	638	4	2
				„ Books, Apparatus, and Stationery - - - -	8	13	10
				„ Fuel and Lights - - -	25	11	9
				„ Replacement of Furniture, and Repairs to Buildings	155	11	2
				„ Servants' Wages - - -	32	10	0
				„ Household Expenses - -	33	8	3
				„ Printing, Postages, and other Office Charges - - -	37	9	9
				„ Rates, Taxes, and Insurance	31	8	5
				„ Balance, carried to Debit of Training Department -	48	11	1
	£1,011	8	5		£1,011	8	5

Training Department for the Year ending 31st December 1867.

INCOME.	£	s.	d.
To Grants from the Committee of Council on Education	2,697	14	8
„ Grant from General Education Scheme	250	0	0
„ Sums received from Students for Books sold to them	11	15	5
„ Interest on Bank Account	21	15	6
„ Balance from Practising School	48	11	1
„ Balance due, Treasurer, at 31st December 1867	80	9	11
	£3,110	6	7

EXPENDITURE.	£	s.	d.
By Balance due, Treasurer, on 1st January 1867	104	15	2
„ Salaries of Teachers	1,282	7	6
„ Books, Apparatus, and Stationery	253	1	7
„ Printing, Postages, and other Office charges	34	6	8
" Board of Students and Servants	1,251	10	0
„ Wages of Servants	32	10	0
„ Fuel and Lights	21	18	1
„ Medical Attendance	27	5	0
„ Replacement of Furniture and Repairs to Buildings	37	9	8
„ Rates, Taxes, and Insurance	25	15	6
„ House Expenses	33	5	5
„ Church Seats	6	2	0
	£3,110	6	7

Glasgow, 11th February 1868. AND. LAUGHLEN, Auditor.

REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, JAMES CUMMING, Esq., LL.D., *on the* FREE CHURCH TRAINING COLLEGE, EDINBURGH.

MY LORDS,

I VISITED the Edinburgh Free Church Training College at different times in the course of the last year, so as to procure the requisite information and to make the necessary examinations with the least possible interference with the business of the institution. The inspection of the teaching of the senior students was made immediately before the ordinary December examinations. At a somewhat earlier period, from the 29th October to the 1st November, I had met the committee and attended the prelections of the various lecturers, and at a still earlier period I had, in accordance, as I understood, with the desire of the students, heard the readings and recitations which they are required to exhibit; and I am glad to express the opinion, which has been well confirmed by the results of the examination, that the institution is in a very efficient and satisfactory condition.

The staff of instructors is substantially the same as it has been for several years; but the state of Mr. Steele's health having interfered with the regularity of his attendance he has been occasionally relieved by the principal and other lecturers, and in the female department by the employment of an additional well qualified mistress. The long and valuable services of Mr. Steele to the cause of education, his experience and scholarship, and the veneration in which he is held by the students, make it desirable to retain his co-operation as much as possible, and I trust he may be long spared to contribute, as he has hitherto done, to the success of the institution. The lecture which I heard from him was less formal than some which I have mentioned in former reports; but as an exposition with examination on part of the "Paradise Lost" it was quite worthy of his character.

The lectures which I heard from the principal were on Scripture and the Catechism, together with others on school management, and criticism on the lessons of the students. The course of lectures on the Bible is naturally regulated by the requirements of the annual syllabus; and the analysis and exposition which I heard of a part of the Epistle to the Galatians were well fitted to prepare the students for their examination on that subject.

The examination questions on school-management generally relate, in a great measure, to the topics arising out of the connexion of schools with the Committee of Council—to the statistics of the school rather than to methods of instruction. The lecture which I heard was in accordance with the older

and more obvious sense of the term, being on methods of teaching writing. This, as well as the criticisms on the teaching of the students, were marked by the usual sound judgment of the principal.

I heard Mr. Kennedy lecture on history, and, in connexion with political economy, on taxation, direct and indirect; on Dr. Adam Smith's maxims, and Sir Robert Walpole's financial schemes. I also heard him on other subjects more immediately connected with the work of common schools. His lectures were all marked by competent knowledge and by a simple, lucid style, which made it certain that the students would carry away from them a considerable amount of information.

Mr. Lees gave one lecture in my hearing on the mensuration of heights and distances, and another on centrifugal force and the figure of the earth. The latter of these was well illustrated by experiments, and both seemed to be made intelligible and interesting to the students.

The instruction of the female students, by Miss Millar, in domestic economy, was principally in the form of an examination on Tegetmeier's work, and was conducted in a lively and intelligent manner.

The lessons on drawing by Miss Ashworth and Mr. Hodder, and those of Mr. Strang on music, have been so often characterized by me, that I need only refer to former reports.

The results of the December examination afford a striking evidence of the general efficiency of the training in this institution. There has not been a single failure, and of 102 students presented for examination 47 have passed in the first division and 43 in the second. To this remarkable result the female students of the second year have, as on former occasions, largely contributed. That of their number of 30, 24 should have stood in the first division, and the remaining six in the second, is a fact highly creditable both to themselves and their teachers.

I subjoin the results in a tabulated form:—

—	Presented.	First Division.	Second Division.	Third Division.	Fourth Division.
Males, first year -	23	9	10	4	—
„ second year -	20	6	11	2	1
Females, first year -	29	8	16	5	—
„ second year -	30	24	6	—	—
Total -	102	47	43	11	1

Though the male students of the second year are not so distinguished, it yet appears that 17 out of 20 are either in the first or second division.

In reviewing the attainments of the students in different subjects, it appears that in religious knowledge, grammar, composition, and teaching the per-centage is high of those who are classed as excellent, good, or fair. In Euclid also 80 per cent. of the senior male students attain these marks; and of the senior female students about three-fourths rank as excellent or good, and the remainder as fair, in domestic economy. One of the most strange, and indeed perplexing, results, occurs in connexion with the subject of history, in which 75 per cent. of the senior male students, and 86 per cent. of the senior females, receive favourable marks; and even of the junior males 95 per cent. are so far successful, while the per-centage of junior females is only between three and four, and of these none are more than fair. It is true that on referring to the time table I find that only one hour a week is assigned to this branch of study; but this seems to be true of the male as well as of the female students. I have no doubt that when attention is drawn to this curious result means will be taken to avoid this somewhat paradoxical issue.

The high marks in reading and recitation are closely connected with those in grammar and composition. The authors from whose works the exercises are taken are well read because their meaning is well understood. I have often had pleasure in analysing with the students an involved sentence, especially in blank verse, and marking the accurate manner in which the construction was brought out. The clear perception of the poet's meaning, and sympathy with his sentiment, imparted a pleasing expression to the reading, more especially of the second year female students.

While hearing the lessons given by the students I have had their prepared manuscripts in my hands; and I take the opportunity of expressing my approbation of the neatness and care with which they are got up in reference both to penmanship and to the arrangement of the topics under each subject. Those subjects are themselves so various as to communicate, in connexion with the criticisms on each lesson, to the students who witness the lesson a great variety of information in the course of the year.

I have the honour to be, &c.

JAMES CUMMING.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1867, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., *on the* FREE CHURCH NORMAL SCHOOL, GLASGOW.

MY LORDS, Glasgow, March 1868.

I HAVE again the honour to present to your Lordships my report on this institution for the year ending 31st December 1867. The inspection took place in May and October, and occupied my whole time for eight days.

Number of students. I found in regular attendance 92 students, distributed as follows:—

MALES.	
First year	18
Second year	19
	37
FEMALES.	
First year	35
Second year	20
	55

There were thus three male students less, and two female students more than in 1866.

These may be further divided into two classes, viz.:—

1. STUDENTS HOLDING CHURCH BURSARIES.

Males.	
22, each	£24
10 „	20
5 „	10
Females.	
15, each	18
21 „	15

2. ORDINARY, OR SELF-SUPPORTING STUDENTS.

Female	19

Health of the students. Considering the severity, if not unhealthiness, of last season, the health of the students has been remarkably good, thus making the duties of the medical officer very much a sinecure. The following is his report.

52, Cambridge Street, Glasgow,
23rd October 1867.

"It is with great gratification I am able to report, that during the past year the health of the students has been exceptionally good. I can recollect no former period during which there has been so complete

an immunity, not alone from all dangerous, or deadly disease, but from any ailments, that could give rise either to serious apprehensions, or even to much inconvenience.

(Signed) JAMES ADAMS, M.D.,
Medical Officer of the College."

Christmas examination

The same arrangements were made for the Christmas examination as last year. The male candidates were under my own superintendence, while my colleague, Mr. Kerr, conducted the examination of the female candidates.

Staff.

The following are the officers of the institution:—

Principal	Thomas Morrison, Esq., M.A.
Secretary	William Kidston, Esq.

College Department.

Lecturer on Mathematics, &c.	The Rev. John Kerr, M.A.
Lecturer on History and Geography	A. H. Dick, M.A., and D.Sc.
Lecturers on English Literature and Classics	The Principal and Dr. Dick.
Master of Method	Edmund Boyd.
Teacher of Music	John McLelland.
Teacher of Drawing	Alexander Banner.
Teacher of French	Monsieur Gorecki.
Tutor	James Galloway.
Medical Officer	James Adams, M.D.
Lady Superintendent	Miss Sinclair.
Music Governess	Miss Hood.
Needlework Governess	Miss Wallace.

Practising Schools.

Initiatory Department	David Caughie. Miss Caughie.
Juvenile Department	David B. Hutcheon. Isaac Waddington.
Senior Department	James White. William Stewart.
Model Village School	William Sloan.
Industrial Department	Miss Harper.
Drawing Master	Alexander Wilson.
Janitor	John Riddell.

In this staff the only changes during the year have been the appointment of James Galloway as tutor in the room of John Shaw, and the substitution of Monsieur Gorecki for Monsieur Prackti as teacher of French. It is again my pleasing duty and privilege to record the high opinion which I entertain of all these officers, to whose intelligence, ability, and untiring zeal this large and important institution owes so much.

Double course of instruction.

The time-table (*vide* Appendix) shows that the course of instruction is double, one for male, and one for female students. This, however, is not peculiar, as the same practice prevails in the other training schools of Scotland, and in one, at least, of the English schools. Such an

arrangement is unavoidable, and, though it entails much additional labour on the teachers, seems to work well.

Reading, recitation, and teaching.

During my recent visit a considerable part of my time was spent in hearing the reading and reciting of all the students, and in observing and noting the teaching of those of the second year. I had much reason to be highly pleased with the reading and recitation, and the more so, as so large a proportion of the male students are from the Highlands, and have, therefore, difficulties to contend with, unknown to the Lowland student. With regard to the teaching I was equally pleased. The subjects were, upon the whole, judiciously selected, and from the easy, intelligent way in which they were given to the class, it was evident that they had been carefully and minutely studied. Many of the students handled their class with the air of a veteran, while all showed a very considerable acquaintance with the most approved methods of teaching; drawing from the children what they already knew on the subject, and then gradually leading them on to what they had still to learn. In this lies the great difference between the *trained* and the *untrained* master; the former teaches, the latter lectures.

Instruction of students.

I had also an opportunity of spending some time in every class, and thus judging in how far the instruction was calculated to prepare the students for their future work of teachers and trainers of the young. The discipline and order were perfect, and the work of instruction was conducted with spirit and energy on the part of the Lecturer, and with quiet but intelligent attention on the part of the student.

Teaching of classics.

In addition to his ordinary work the Principal, with the assistance of Dr. Dick, conducts the classes in Latin and Greek. This arrangement was found necessary, for so long as our schools are constituted as they are at present, a certain amount of classical knowledge is required in every teacher. This may be small, but it has, in many cases, served to direct the first steps of advancement in the career of not a few of our leading men of literature and science. Thus, while the arrangements of the course have been made to meet the strict requirements of your Lordships' Minutes, the peculiar wants of our Scottish schools have, in no case, been overlooked.

The normal school and the university.

Having in my general report for 1866 entered fully into the subject of the Normal school and the University, I merely add that I see no reason to alter, or modify any of the opinions then expressed, while much of the discussion on National education evidently points in the same direction. Whatever form the present national movement may ultimately take, one thing seems certain, our well-tried Parochial system will be preserved—a school where the child of the workman may receive his education on the same bench with the child of the

master. This form of school is so interwoven with our every-day life, that any system is popular in proportion as it resembles, or differs from the national ideal.

Practising schools.

The practising schools continue to be conducted with remarkable skill and success. The class-rooms are large and very commodious, the ventilation is thorough, the offices are very complete, and the playgrounds are quite sufficient for the healthy recreation of the pupils, who are always superintended by one of the teachers. There were present at the time of my visit 651 children, taught by two uncertificated, and four certificated masters, three certificated mistresses, and 11 pupil-teachers; 400 were examined in terms of the Revised Code, and the per-centage of failure (reading, 0·00; writing, 2·50; arithmetic, 4·25) bears striking testimony to the efficiency of the teaching.

Results.

These are seen in the published class lists, and in the demand for the services of the students, who have completed their course of training in the college.

The following summaries furnish the necessary information under both heads:—

I.

Candidates.	Examined, Christmas 1867.	1st Class.	2nd Class.	3rd Class.	4th Class.	Failed.	Per-centage successful.
Male students, 1st year	17	6	8	1	2	—	100·0
„ 2nd year	19	5	9	4	1	—	100·0
Female students, 1st year	31	2	17	12	—	—	100·0
„ 2nd year	20	11	6	3	—	—	100·0
Totals	87	24	40	20	3	—	100·0

Thus out of 87 only three are found in the fourth class, while there is no failure. This is a very gratifying result, and one scarcely to be looked for in an institution, where the number of Highland students, on the male side, bears such a large proportion to the number in attendance.

On further, and more minutely analyzing the results of the Christmas examination, it appears that—

1. The male students of the first year pass *well* in Bible, Catechism, arithmetic, grammar, composition, reading and repetition, spelling, and penmanship; *very fairly* in economy, and music; *fairly* in mental arithmetic, school management, history, and Euclid; while only in geography are the majority below *fair*.

2. The male students of the second year stand *very high* in reading and repetition, spelling, and teaching; *high* in Bible, arithmetic, school management, penmanship; *very fairly* in Catechism, mental arithmetic, composition, geography, Euclid, and music; *fairly* in grammar and economy; while in history their standing is *low*.

3. The female students of the first year pass *well* in Bible, Catechism, mental arithmetic, reading and repetition, spelling, domestic economy, and needlework; *very fairly* in composition, penmanship, and music; *fairly* in arithmetic, grammar, and geography; while in school management and history the majority are below *fair*.

4. The female students of the second year rank *very high* in Catechism, composition, reading and repetition, spelling, needlework, domestic economy, and teaching; *high* in Bible, mental arithmetic, grammar, and geography; *very fairly* in arithmetic, and penmanship; *fairly* in history and school management; while only in music are the majority below *fair*.

II.

The number of male students, who finished their training at Christmas 1866, was 20. They were all appointed to schools in Scotland.

The number of female students, who finished their training at Christmas 1866, was 24. These have been disposed of as follows:—

Appointed to schools in Scotland	17
„ „ in England	5
At home	1
Dead	1
	24

Examination for Admission.

It may be interesting to present in tabular form the results of the recent examination for admission.

Candidates.	Number examined.	1st Class.	2nd Class.	Failed.	Per-centage successful.
Males, pupil-teachers	23	10	6	7	65·21
„ not pupil teachers	13	—	3	10	23·07
Females, pupil teachers	17	12	5	—	100·00
not pupil-teachers	29	10	13	6	79·31
Totals	82	32	27	23	71·70

On comparing this statement with that in my report for 1866, it appears that both the number examined, and the per-centage successful have increased. In the latter case, how-

ever, the advance is very small, especially among the male candidates. This is no doubt owing, in some degree, to the present abnormal condition of the education question. The pupil-teacher is not regularly indentured, but only engaged from year to year. This acts prejudicially, and in various ways. The master does not take the same interest as formerly in his apprentice, who may leave him at the end of the year, and often when his services are most required; while the pupil-teacher, having entered on his engagement with no fixed intention of carrying it out, leaves, not unfrequently, with the remark that he never wished to become a teacher, and only accepted the situation as nothing better offered itself at the time.

I have the honour to be, &c.

CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix.

Males.—First Year.

—	9–10.	10—11.	11—12.	12—1.	1—2.	2—3.
Monday.	Drawing. Mr. Banner.	Geography. Dr. Dick.	Reading. Mr. Boyd.	Bible. Principal.	Arithmetic. Mr. Kerr.	Music. Mr. McLelland.
Tuesday.	Drawing. Mr. Banner.	Geography. Dr. Dick.	Writing. Mr. Boyd.	Arithmetic. Mr. Kerr.	Euclid. Mr. Kerr.	Grammar. Principal.
Wednesday.	Geography. Dr. Dick.	History. Dr. Dick.	School Management. Mr. Boyd.	Arithmetic. Mr. Kerr.	Political Economy. Dr. Dick.	Music. Mr. McLelland.
Thursday.	History. Dr. Dick.	Teaching. Mr. Boyd.	Bible. Principal.	Arithmetic. Mr. Kerr.	Political Economy. Dr. Dick.	Grammar. Principal.
Friday.	History. Dr. Dick.	Teaching. Mr. Boyd.	Bible. Principal.	School Management. Mr. Boyd.	Euclid. Mr. Kerr.	Grammar. Principal.

Males.—Second Year.

Monday.	Geography. Dr. Dick.	Reading. Mr. Boyd.	Arithmetic. Mr. Kerr.	Arithmetic. Mr. Kerr.	Writing. Mr. Boyd.	Grammar. Principal.
Tuesday.	Geography. Dr. Dick.	Arithmetic. Mr. Kerr.	Arithmetic. Mr. Kerr.	Grammar. Principal.	School Management. Mr. Boyd.	Music. Mr. McLelland.
Wednesday.	Bible. Principal.	Drawing. Mr. Banner.	Euclid. Mr. Kerr.	School Management. Mr. Boyd.	Political Economy. Dr. Dick.	Grammar. Principal.
Thursday.	Bible. Principal.	History. Dr. Dick.	Euclid. Mr. Kerr.	History. Dr. Dick.	Political Economy. Dr. Dick.	Music. Mr. McLelland.
Friday.	Bible. Principal.	History. Dr. Dick.	Arithmetic. Mr. Kerr.	Arithmetic. Mr. Kerr.	Teaching. Mr. Boyd.	

Females.—First Year.

Monday.	Sewing. Miss Wallace.	Drawing. Mr. Banner.	Bible. Principal.	Geography. Dr. Dick.	Grammar. Principal.	Music. Mr. McLelland.
Tuesday.	Sewing. Miss Wallace.	Drawing. Mr. Banner.	Bible. Principal.	Reading. Mr. Boyd.	Geography. Dr. Dick.	Writing. Mr. Boyd.
Wednesday.	Sewing. Miss Wallace.	Arithmetic. Mr. Kerr.	Geography. Dr. Dick.	Bible. Principal.	Teaching. Mr. Boyd.	Music. Mr. McLelland.
Thursday.	History. Dr. Dick.	Arithmetic. Mr. Kerr.	Teaching. Mr. Boyd.	Grammar. Principal.	School Management. Mr. Boyd.	Domestic Economy. Miss Sinclair.
Friday.	History. Dr. Dick.	Arithmetic. Mr. Kerr.	School Management. Mr. Boyd.	Teaching. Mr. Boyd.	Grammar. Principal.	Domestic Economy. Miss Sinclair.

Females.—Second Year.

Monday.	Bible. Principal.	Arithmetic. Mr. Kerr.	Geography. Dr. Dick.	Teaching. Mr. Boyd.		Domestic Economy. Miss Sinclair.
Tuesday.	Bible. Principal.	Reading. Mr. Boyd.	Geography. Dr. Dick.	Grammar. Dr. Dick.	Writing. Mr. Boyd.	Music. Mr. McLelland
Wednesday.	Domestic Economy. Miss Sinclair.	School Management. Mr. Boyd.	Bible. Principal.	Geography. Dr. Dick.	Arithmetic. Mr. Kerr.	School Management. Mr. Boyd.
Thursday.	Sewing. Miss Wallace.	Drawing. Mr. Banner.	History. Dr. Dick.	School Management. Mr. Boyd.	Arithmetic. Mr. Kerr.	Music. Mr. McLelland.
Friday.	Sewing. Miss Wallace.	Drawing. Mr. Banner.	History. Dr. Dick.	Grammar. Dr. Dick.	Criticism. Mr. Boyd.	

REPORT, *for the year* 1867, *by Her Majesty's Inspector*, Rev. T. WILKINSON, M. A., *on the* EPISCOPAL CHURCH NORMAL SCHOOLS, EDINBURGH.

MY LORDS, 27 February 1868.

Satisfactory progress.

IN presenting to your Lordships my report of the Edinburgh Male and Female Training Colleges in connexion with the Episcopal Church of Scotland, I am happy in being able to record that at the date of my last official visit they were proceeding in a satisfactory manner, and that the primary objects of education continued to be clearly recognized, and steadily pursued by the managers of the two institutions.

They were visited by me in June last, at the usual yearly period. Each college was carefully inspected, and the following results are respectfully submitted to your Lordships' consideration.

Results.

Female training college established in 1867.

In the beginning of the year 1867 a new female Normal College was opened in Laurieston Place, Edinburgh. By your Lordships' instructions, I had made in the June preceding, a preliminary examination of the premises, reporting that the proposed arrangements for the reception in the following February of the female students were very satisfactory, and that the college would be, at that time, organized on an efficient system. These arrangements have been carried out most thoroughly, and reflect credit on the committee and the officers of the college.

Condition.

Probable necessity of change of arrangements.

During the year 1867 the number of female students was six. At the close of the last year, the prospect of a large increase in the number of these as candidates at the following December examination for admission to a normal college, as well as of a great diminution in the number of male candidates, necessitated on the part of the committee the consideration of a change in their arrangements to meet the probable contingency.

Changes made.

The result of the December examinations showed the importance of the precautions taken by the committee. Fourteen females solicited admission into the normal college, and only two males. The latter have been transferred by the authorities to the training college at Durham; and the fourteen females with the five 2nd year's students are now boarded, lodged and educated in the excellent premises at Lochrin House, hitherto used for the male students, the female establishment at Laurieston Lane having been closed. The double institution therefore now no longer exists.

With these preliminary remarks I proceed to give to your Lordships the result of my examination of the arrangements

and general conduct of the colleges, with my impressions of the state of each, as I found them in June last.

Staff. The staff of officers remained the same as in 1867.

Course of instruction. The course of instruction, carefully framed in accordance with the standard of examination prescribed by the committee of council, is all that can be reasonably desired. The Rev. Principal, the Vice-Principal, and the normal teachers discharge their several offices with zeal, patience, and intelligence, and with a full knowledge of the subjects entrusted to them.

Lectures of Principal. The lectures of the Principal are confined to religious instruction, English grammar and literature, history, and economy; these lectures are marked by great ability and good sense.

Lectures of Vice-Principal. The Vice-Principal's lectures are limited to arithmetic, mathematics, geography, geometry, and experimental science generally; these lectures are given with great judgment and accuracy.

of normal master; The lectures by the normal master are confined to school management and music; and these are given with ability and good effect.

of normal mistress. The special subjects assigned to the normal mistress cannot be in better hands, her lesson to the students on the analytic and synthetic methods of teaching was singularly good.

The female students receive their general instruction from the same lecturers as the males; the whole arrangements in this respect are so similar that any remarks on the one are equally applicable to the other.

Domestic management. The internal arrangements of Lochrin House continue as heretofore. The accommodation is fully equal to the requirements created by the additional number of students, and is of a most satisfactory kind. The domestic supervision rests with Mrs. Chisholm, and nothing can exceed her kindness and attention to the comforts of the household.

Health. The health of the students during the last year is reported to have been very good.

Practising schools. With regard to the facilities given to the students to acquire practical experience in the work of their future profession, the following are the reports which have been handed in to me by the two normal teachers, as to the methods adopted for securing this important end:—

Episcopal Training College, Edinburgh,
June 1867.

Students from the college attend the practising school twice a year, for three weeks at a time.

On entering the school each student is appointed to a class, generally the lowest, and advanced from it to the highest.

He is under the constant supervision of the master, who corrects or approves his mode of teaching, and very frequently teaches in his presence.

Three special lessons are given before the master each week, the notes of which are prepared the previous evening.

Once a week a criticism lesson is given before the officers and students of the college,

A report of the attendance and conduct of each student is made to the principal.

G. TINKLER,
Normal Master.

June 27th, 1867.

The female students from Lochrin House teach in Trinity Episcopal School as practising school, one at a time for a fortnight, coming when the school begins at 9.30 a.m. and remaining till 3.30 p.m.

The student in school has usually taught the second class, being required to look after the home lessons of the children, also their reading, writing, and arithmetic. In addition the student has once a week to give a lesson to the two highest classes from notes prepared at college, submitted to the inspection and criticism of the teacher who has hitherto superintended all the work done in school.

While teaching the students have adopted the following method:—Of the hour devoted to school management I have generally given notes for the first 20 minutes, supplementing by afterwards reading from Morrison's School Management anything bearing on the subject. Then questioning orally what has been given, and lastly giving one or two questions, which have been answered in writing in my presence.

The same method I have adopted with regard to domestic economy, using as my text book Tegetmeier and Household Economy by Margaret M. Brewster.

E. BOWDEN.

13, N. W. Circus Place.

Conduct of students.

The conduct of the students is reported to me to have been unexceptionally good and proper; their general appearance and bearing during the days of examination quite confirmed the accuracy of the representations made to me, and gave me a very favourable impression of their character and of their general attainments.

Results of Christmas examinations, satisfactory.

The Christmas examinations (December 1867) have tested the value of the conclusions which I had formed (and which I have expressed at the commencement of this report) of the great efficiency as lecturers of the Principal, the Vice-Principal, and the two normal teachers. And I am glad to find that the results of these examinations just communicated to me corroborate these conclusions; these results have been most satisfactory. There were no failures among any of the students either of the first or second year, neither did any student fall into the fourth class. Of the eleven students four are in the first class, six in the second, and one in the third.

Female candidates for admission.

I may here also remark that the success of the female candidates for admission has been equally marked. Of the

14 candidates five are placed in the first class, seven in the second, and the failures are two.

Present position and future prospects.

I have only in conclusion to express my great gratification in recording the present position and the future prospects of the Female Training College connected with the Episcopal Church of Scotland. It appears to me to be thoroughly answering the purpose for which it was designed, and for which your Lordships have offered the various recognized forms of pecuniary support.

I have the honour to be, &c.

THOMAS WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX No. 3.

LIST (under Counties) of ELEMENTARY SCHOOLS, aided from the Parliamentary Grant up to 31 December 1867:

1. For BUILDING OR FIXTURES. In all these cases, unless marked with an asterisk * (grant from the Treasury before appointment of a Committee of Council on Education), the right of inspection is permanently secured by deed.
2. For ANNUAL MAINTENANCE. In these cases, if there has been no grant for Building or Fixtures, the right of inspection is limited to the continuance of aid.
3. For BOOKS, MAPS, AND APPARATUS. These grants have not been made since 1861. The managers receiving them engaged that the school should be open to inspection for seven years. The schools which have received no other grant are distinguished by ‡ prefixed.

ENGLAND.

NOTE.—N. or Ch. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B., with the *British and Foreign School Society*; W., *Wesleyan Methodists' Conference*; R., *Roman Catholic Poor School Committee*; P., that it is a *Parochial* School; and U., a *Poor Law Union* School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.†	Amount paid.
	BEDFORD.	£ s. d.		£ s. d.
181	Ampthill - N. 7	284 17 6	122	50 19 2
			44	14 10 0
181	Ampthill - B. 6	190 0 0	81	34 12 10
180	Arlsey, St. Peter's - N. 10	334 4 0	89	33 2 11
			91	49 15 6
182	Aspley Guise N. 7	273 10 0	30	10 1 8
182	Aspley Guise B. 6	- - -	71	32 17 4
179	Barford, Great - N. 11	213 0 0	79	40 18 4
			21	7 15 10
179	Bedford, Hawes St. - - 11	- - -	110	41 15 9
179	Biddenham - N.	*45 0 0		
		65 0 0		
180	Biggleswade N. 11	*150 0 0		
	" "	142 5 3	211	99 19 8
180	Biggleswade B. 7	- - -	203	94 14 6
183	Billington - N. 7	146 0 0	24	10 3 4
179	Bletso - N.	100 0 0		
180	Blunham - N.	52 0 0		
84	Caddington Ch. 8	334 0 0	59	27 3 4
80	Caldecote, (Upper) - N. 11	176 0 0	60	27 13 10
80	Clifton, All Saints' - N. 11	- - -	112	43 9 4
			23	5 15 10
181	Clophill - N.	*50 0 0		
179	Colmworth - N. 10	63 10 0	28	8 9 0
181	Cranfield - N. 8	*88 0 0	130	55 5 2
			19	3 19 2
184	Dunstable, Ashton - 8	*85 0 0	178	83 10 0
184	Dunstable - W. 6	- - -	161	85 15 4
184	Dunstable, Station End Branch - W. *a*			
180	Dunton - P. 11	213 0 0	59	28 7 2
183	Eaton Bray - N.	72 0 0		
183	Eaton Bray - W. 7	209 19 0	45	25 14 0
178	Eaton Socon N. 6	561 10 0	139	63 8 0
182	Eversholt, N. and Infants - 6	122 2 6	90	40 1 6
			42	8 7 6
180	Everton and Tetworth - N. *b*	*42 0 0		
179	Felmersham N.	110 0 0		
181	Flitwick - N. 6	38 5 0		
179	Goldington, Infant and Mixed - Ch. 11	- - -	97	45 0 0
			—	1 6 8
179	Harrold - N. 7	267 10 0	102	54 13 0
			45	12 14 5
183	Heath and Reach - N. 6	266 0 0	58	25 6 6
180	Henlow - N. *b*			
182	Hockliffe - N. 7	144 0 0	52	22 5 10
184	Houghton Regis - N.	419 0 0		
184	Hyde, East (The Hyde) 7	- - -	43	20 1 6

† Where *two* numbers are given, the *latter* denotes Evening Scholars.

a School closed. *b* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	BEDFORD—*cont.*	£ s. d.		£ s. d.
179	Kempston, Ch. End - N.	143 10 0		
179	Kempston, Middle, Mixed - 11	- - -	53 55	20 15 4 17 12 6
179	Kempston, Up. End, Infts. N. 11	270 0 0	101	45 12 8
179	Keysoe - N.	42 0 0		
180	Langford, Mixed -	91 13 9		
183	Leighton Buzzard - B. 6	- - -	116	54 2 0
183	Leighton Buzzard, Infants - 6	75 0 0	113	51 0 6
184	Luton - N. 8	*145 0 0	370	161 7 4
	" - "	1,379 0 0	21	5 7 6
184	Luton, Girls N. 8	- - -	98 56	39 14 4 17 18 4
184	Luton, Boys B. 6	- - -	138	78 5 10
184	Luton - W. 6	- - -	213	103 2 4
181	Marston Moretaine and Lidlington N. 7	160 0 0	90	41 6 6
181	Maulden - N. 7	110 0 0	49	38 4 8
180	Meppershall N. *a*	*40 0 0		
181	Millbrook, Infants - - N. 10	- - -	45	15 15 8
180	Northill - - N. 11	- - -	53	19 15 0
179	Oakley - Ch. 10	- - -	38	5 13 8
179	Pavenham - Ch. 7	- - -	67 13	35 10 6 3 15 10
171	Poddington N.	50 0 0		
181	Pulloxhill - N. 7	84 10 0	72	39 8 10
179	Renhold Ch. 11	187 1 3	64	27 12 8
182	Ridgmont Ch. 6	- - -	42	7 8 2
182	Ridgmont - W. *b*			
179	Riseley - N.	103 0 0		
179	Roxton - N. 11	188 0 0	65	30 2 8
180	Sandy - N. 11	- - -	135	62 7 0
181	Shillington - N. 4	302 8 0	84	39 2 2
181	Silsoe - - Ch. 6	- - -	83 17	30 6 8 5 0 10
178	Staughton, Little - N.	50 0 0		
181	Steppingley N.			
179	Stevington - B. 7	- - -	45	21 17 8
184	Stopsley - N.	232 4 0		
180	Stotfold - N.	193 0 0		
182	Tebworth - N.	297 0 0		
182	Tebworth - W. 7	- - -	43 22	22 10 8 7 0 0
178	Tilbrook - N.	142 0 0		
182	Toddington - N. 6	439 4 0	89 16	49 0 0 5 11 8
182	Toddington - W. 7	477 0 0	78 11	38 18 6 3 9 2
179	Turvey - N. 8	407 10 0	75 65	32 0 10 19 9 2
181	Westoning - N. 7	85 0 0	59 21	29 6 4 6 4 2
179	Wilden, Endowed - N.	101 5 0		
179	Wilshampstead or Wilstead - N.	111 0 0		
	BEDFORD—*cont.*	£ s. d.		£ s. d.
182	Woburn - B. 6	- - -	159 23	76 10 11 8 5 10
179	Yelden - N.	81 0 0		
	BERKSHIRE.			
123	Abingdon - B. 6	- - -	281	134 18 6
123	Abingdon - N. 12	- - -	44	*c*
123	Abingdon, Infant - Ch. 7	151 0 0	121	54 5 10
123	Abingdon - R. 5	- - -	61	26 5 10
126	Aldermaston Ch. 1	- - -	64	31 13 8
123	Appleton - N.	*35 0 0		
128	Arborfield - N.	65 0 0		
130	Ascot Heath N. 6	385 5 0	121	52 12 8
122	Ashbury - N. 6	119 0 0	58	13 9 3
125	Aston-Tyrold N.	54 0 0		
116	Beech Hill - N. 12	- - -	29	12 18 6
126	Beenham - N. 5	36 0 0	58 7	26 17 5 2 10 10
128	Berkshire Reformatory, at Three Mile Cross.			
130	Binfield - Ch. 6	- - -	152	55 1 0
129	Boyne Hill Ch. 6	- - -	40	24 0 8
130	Bracknell - Ch. 6	150 0 0	84	35 16 8
126	Bradfield - Ch. 1	- - -	79	51 17 0
129	Bray - - N. 6	- - -	82	37 0 8
129	Bray and Hollyport - N. 6	252 0 0	81	30 19 8
125	Brightwell - N. 12	50 18 8	92 37	48 15 10 7 12 6
120	Brimpton - Ch. 5	- - -	43	8 3 4
130	Broadmoor Asylum (Children of Servants') - - 6	- - -	33	16 16 5
122	Buckland - N. 7	321 0 0	57	12 15 0
126	Burghfield - N. 1	20 10 0	41	11 16 11
124	Challow, East N.	144 0 0		
124	Charlton (Branch of Wantage) - N.			
120	Chieveley, North Heath N.	*75 0 0		
124	Childrey - W.	106 0 0		
125	Cholsey - N. 6	*62 0 0	81	23 10 11
131	Clewer - N. 3	- - -	75	*d*
122	Coleshill (Earl of Radnor's).			
129	Cookham - N.	368 0 0		
129	Cookham Dean - N. 6	125 9 0	97	44 1 0
123	Cumnor - N. 12	434 0 0	68	22 8 6
126	Denchworth N. 3	170 0 0		
123	Drayton - N. 12	124 0 0	57	26 3 6
128	Earley - - N. 3	- - -	61	24 17 1
121	Eastbury - N.	218 0 0		
126	Englefield Ch. 1	- - -	38	10 19 5
122	Faringdon, Infant - Ch. 1	- - -	125	63 0 8
122	Faringdon, Girls - - 1	- - -	50	14 19 5
122	Faringdon - B. 2	- - -	85	39 2 8
124	Fawley - Ch. 3	160 16 0	33	11 16 8

a Removed from inspection.
b School closed.
c Grant refused under Article 51 *a*.
d Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	BERKS—*cont.*	£ s. d.		£ s. d.
123	‡Fyfield - N.			
120	Greenham - N. 7	16 15 0	41	20 0 4
124	Hampstead Norris - N. 7	68 0 0	45	10 9 6
124	Hanney - N. 3	177 11 0	91	21 5 6
124	Harwell - N. 7	*50 0 0	62	15 0 11
124	Harwell - W. 6	- - -	42	24 8 0
124	Hendred, East - - N. 3	173 0 0	99	49 10 8
			25	7 9 2
124	Hendred, East, St. Amand's R. 5	228 12 0	29	6 17 6
124	Hendred, West - - N. 3	153 5 8	38	16 12 0
124	Hermitage - N. 7	106 4 3	42	20 7 0
123	Hinksey, North - Ch.	133 0 0		
122	Hinton Waldrist - - N.	*30 0 0		
121	Hungerford N. 2	- - -	103	18 13 4
121	Hungerford, New Town Branch - N.			
128	Hurst and Ruscombe N. 3	140 0 0	75	18 19 1
129	Knowl Hill N. 6	226 0 0	78	41 13 2
			17	5 2 6
121	Lambourne N. 2	349 0 0	124	30 11 8
			23	1 18 4
121	Lambourne W. 2	- - -	49	18 15 0
121	Lambourne, Woodlands Ch. 2	- - -	40	3 10 0
124	Letcombe Bassett - N. 3	106 0 0		
124	Letcombe Regis - N. 3	166 4 0	31	7 1 6
129	Maidenhead N. 6	287 1 3	120	42 3 7
129	Maidenhead, Infant and Sunday - -	150 0 0		
129	Maidenhead B. 2	- - -	57	29 18 2
129	Maidenhead W. 2	- - -	146	74 8 8
125	Moreton, North - N. 12	- - -	42	19 16 2
120	Newbury - N. 10	888 0 0	252	147 3 7
120	Newbury - B. 2	192 17 6	61	*a*
120	Newbury, St. John's, Infants - 10	- - -	51	12 18 8
120	Newbury - W. 2	400 0 0	120	59 12 10
120	Newbury - U.			
123	Radley - Ch. 11	- - -	32	13 8 4
			12	2 15 0
127	Reading - B. 2	- - -	192	100 16 0
127	Reading, Grey Friars - Ch. 10	- - -	417	186 5 6
			14	4 3 4
127	Reading, St. Giles' - N. 10	*150 0 0	281	132 1 0
			15	3 14 2
127	Reading, St. John's, - N. 10	- - -	277	151 7 0
127	Reading, St. Lawrence's P. 10	250 0 0	123	50 9 4
127	Reading, St. Mary's - N. 10	120 0 0	286	142 10 0
127	Reading, St. Mary's Episcopal Chapel N.			
127	Reading, Trinity Ch. 10	- - -	92	42 3 10
130	Sandhurst - 6	- - -	66	27 0 0
161	Shilton - N.			
122	Shrivenham N. 12	- - -	79	22 12 0
124	Sparsholt - N.	*40 0 0		
120	Speen (Stockcross) - P. 7	329 8 10	138	67 7 8
126	Stanford Dingley - Ch. 1	- - -	22	11 14 5
122	Stanford in the Vale - N. 12	20 0 0	74	32 14 6
			80	15 18 9
123	Steventon - N. 6	214 10 0	18	6 6 8
			b 7	10 0
131	Sunningdale N. 6	182 0 0	113	59 17 10
131	Sunninghill N. 6	65 0 0	102	32 0 5
131	Sunninghill W. 3	- - -	64	37 16 8
128	Swallowfield Ch.	350 0 0		
120	Thatcham - B.	125 0 0		
120	Thatcham - N. 7	225 0 0	130	47 10 3
122	Uffington - N. *c*	80 0 0		
126	Ufton Nervet P. 1	- - -	48	9 0 0
125	Wallingford N. 5	328 0 0	230	95 11 3
			19	4 7 6
124	Wantage - N. 7	- - -	250	114 5 8
124	Wantage - W. 2	310 0 0	78	39 15 6
130	Warfield - N. 6	- - -	19	10 1 6
128	Wargrave, Crazies Hill N.	150 0 0		
128	Wargrave - N.			
120	Welford and Wickham - N. 7	296 0 0	108	55 18 2
127	Whitley - Ch.	289 0 0		
131	Windsor, New, Royal Free Industrial - - N. 6	1,050 0 0	430	268 6 3
			24	5 11 8
131	Windsor, New - - B. 2	302 6 8	234	109 17 0
131	Windsor, Old - - N. 6	- - -	98	16 13 4
131	Windsor - U.			
131	Windsor Park, Royal - - N. 8	- - -	85	*a*
131	Windsor, St. Anne's - N. 9	322 10 4	125	66 2 11
131	Windsor, St. Mark's - N. 6	- - -	152	69 12 0
131	Windsor, St. Mary's, Bier Lane - - N. 9	- - -	40	8 12 0
130	Winkfield, Industrial - 6	*70 0 0	69	31 11 7
125	Wittenham, Long - N.	160 10 0		
128	Wokingham - B.	*125 0 0		
128	Wokingham, St. Paul's - Ch. 10	- - -	86	43 11 2
123	Wytham - N. 10	- - -	34	17 10 4
	BUCKINGHAM.			
154	Akeley - Ch. 5	20 9 0	39	19 16 6
151	Aston Clinton - N. 7	96 0 0	55	17 17 6
			24	3 0 0

a No grant claimed. *b* Retiring pension. *c* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	BUCKINGHAM—*cont.*	£ s. d.		£ s. d.
151	Aston Clinton B. 6	- - -	73	42 19 4
151	Aylesbury - N. 1	296 10 0	96	44 17 4
			16	3 8 4
151	Aylesbury, Infant - N. 1	- - -	64	30 9 4
151	Aylesbury - B. 3	- - -	149	79 1 2
			9	3 4 2
151	Aylesbury, St. John's - N. 1	250 0 0	103	21 13 0
154	Beachampton N.			
148	Beaconsfield B.			
151	Bierton - N.	87 0 0		
153	Bletchley - N.	*50 0 0		
153	Brickhill, Little - N.	54 5 0		
156	Brill - - N.			
153	Broughton - Ch. *a*	- - -	17	5 17 11
154	Buckingham N. 6	211 6 4	166	67 3 0
154	Buckingham B. 6	- - -	64	26 13 6
151	Buckland, All Saints' - N. 7	146 2 6	31	18 0 2
166	Calverton, Mixed - Ch. 5	- - -	37	18 6 0
148	Chalfont, St. Giles' - N. 11	- - -	34	*b*
148	Chalfont, St. Peter's - N. 11	122 17 6	77	33 14 6
			20	5 13 4
183	Cheddington Ch. 1	- - -	97	39 11 6
			20	4 0 0
148	Chenies - Ch. 1	- - -	43	19 5 4
148	Chesham, Boys - - N. 10	- - -	85	42 12 0
148	Chesham, Girls - - N. 10	c200 0 0 63 9 11	63	30 15 4
148	Chesham, Girls - - B. *d*			
148	Chesham, Waterside Ch. 10	- - -	78	39 6 4
154	Claydon Park (Middle) - N. 6	- - -	37	14 12 0
154	Claydon, Steeple - N. 6	- - -	82	36 0 0
149	Colnbrook and Horton N. 11	625 0 0	118	54 10 8
153	Crawley, North - N.	50 0 0		
151	Cuddington - N. 1	156 10 0	65	31 17 2
149	Datchet - N. 12	- - -	145	78 3 8
150	Downley - W. 3	- - -	65	42 7 2
151	Drayton Beauchamp N.	60 0 0		
152	Dunton - N. *d*	25 0 0		
149	Eton, St. John's N. 10	554 0 0	265	30 18 10
149	Eton - - U.			
149	Farnham-Royal - N. 11	- - -	40	16 7 2
153	Fenny Stratford - - N. 7	312 0 0	84	38 19 8
153	Fenny Stratford - - B. 6	- - -	112	49 12 8
149	Fulmer - N. 7	100 0 0	37	13 19 11
148	Gerrard's Cross - - N. 11	- - -	24	11 13 4
152	Granborough N.	90 0 0		
151	Haddenham N. 1	- - -	24	11 6 6
151	Haddenham B.	70 0 0		
155	Hambleden - N. 11	- - -	68	26 10 4
153	Hanslope - Ch. 7	- - -	75	32 13 5
150	Hazlemere - 11			
150	Hughenden - N. 10	72 0 0	25	8 5 11
151	Hulcott - N.	131 0 0		
149	Iver, Boys - N. 12	102 0 0	37	1 6 6
149	Iver, Girls and Infants N. 12	100 0 0	111	50 4 6
150	Kimble, Great - - N.			
156	Kingsey - N. 1	- - -	26	10 4 2
149	Langley Marish - N. 10	72 0 0	27	13 1 2
148	Latimer - Ch. 10	- - -	44	26 9 2
153	Lavenden - N.	*49 0 0		
	" - "	78 0 0		
154	Leckhampstead - - N.	*60 0 0		
	" - "	18 7 6		
148	Lee Common N.	50 0 0		
151	Leonards, St. N.	229 12 0		
183	Linslade - N. 1	313 1 2	107	51 7 0
			19	2 7 6
151	Ludgershall - N. 5	93 0 0	56	6 11 4
			16	4 11 8
150	‡Marlow - B. *d*			
150	Marlow, Great - N. 11	- - -	255	117 13 8
			23	6 9 10
150	Marlow, Little - N. 11	- - -	46	24 7 6
150	Marlow, Quoiting Place, Infants - 10	- - -	53	26 2 6
154	Marsh Gibbon - - N. 5	160 0 0	81	27 4 4
			8	2 6 11
152	Marston, North - N.	*60 0 0		
147	Marsworth - N.	45 0 0		
153	Milton Keynes - Ch.	216 0 0		
150	Monk's Risborough - N. 7	109 0 0	79	33 8 10
152	Mursley - N.	*25 0 0		
152	Nash - N. 5	276 0 0	58	28 5 10
153	Newport Pagnell - - B. 6	*90 0 0	82	41 9 8
153	Newport Pagnell (central) N. 5	128 15 0	164	64 17 4
153	Olney - - N.	176 0 0		
151	Oving - - N. 5	85 5 0	27	11 9 2
148	Penn Street N. *a*			
154	Preston Bissett - - N. 5	243 0 0	58	28 6 2
150	Prince's Risborough - N. 7	140 0 0	61	29 18 2
			17	4 17 6
150	Prince's Risborough - B. 2	153 0 0	76	43 7 8
151	Quainton (Endowed) - N.			
153	Ravenstone (Endowed) - Ch.	75 7 6		
148	Seer Green - N. 11	142 0 0	33	16 14 4
155	Skirmett, Infants - - N.			

a Removed from inspection.
b Grant refused under Article 52 *d*.
c Part of this grant belongs to Chesham, Boys, N.S.
d school closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	BUCKINGHAM—*cont.*	£ s. d.		£ s. d.
183	Slapton - P.			
149	Slough, Infant - - N. 10	- - -	54	18 11 6
153	Stantonbury-cum-Bradwell - - N. 5	965 0 0	224	76 8 9
152	Stewkley - N. 5	374 18 0	99	45 15 11
153	Stoke Goldington - N.	*72 0 0		
183	Stoke Hamond N.	38 0 0		
150	Stoke Mandeville - - N.	60 0 0		
149	Stoke Pogis - N. 11	95 0 0	85	35 13 11
166	Stony Stratford - - N. 11	- - -	71	15 8 0
166	Stony Stratford, Infants N. 11	- - -	99	22 12 2
166	Stony Stratford - - B. 5	22 13 6	100	51 13 6
152	Swanbourne N.			
149	Taplow - N. 12	166 12 0	63	24 8 2
154	Thornborough N.	42 0 0		
156	Towersey - N.	60 0 0		
164	Turweston - N. 6	165 6 4	48	23 13 10
150	Tyler's Green N.	51 0 0		
149	Upton-cum-Chalvey - N. 12	454 9 0	122	46 10 8
151	Waddesdon - N. 1	275 2 0	77	35 8 2
151	Waddesdon - B. 5	121 0 0	82 10	40 12 8 3 1 8
153	Walton - N. *a*			
153	Walton and Woughton - N.			
150	Wendover - N.			
164	Westbury - N. 6	148 17 6	37	14 11 8
152	Whaddon - N.	28 0 0		
152	Whaddon, (Mr. Selby Lowndes') - *b*			
151	Whitchurch N.	129 7 6		
151	Whitchurch W. 2	170 0 0	47	24 9 0
183	Wing - N. 1	- - -	94	37 14 2
151	Wingrave and Rowsham - Ch.	100 0 0		
150	Winslow - N.	*80 0 0		
	" - "	26 17 8		
153	Woburn Sands - N. 7	- - -	84	38 8 6
166	Wolverton - N. 2	- - -	56	32 5 7
166	Wolverton End, St. Mary's - Ch. 2	- - -	48	6 12 3
166	Wolverton New Station B. 5	- - -	213 12	123 11 6 5 3 4
150	Wooburn - N. 11	283 2 6	61	33 18 10
150	Wycombe, High - - N. 11	1,176 0 0	120	47 7 10
150	Wycombe, High - - B. 2	*400 0 0 54 0 0	123	58 17 8
150	Wycombe " - U.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	CAMBRIDGE.	£ s. d.		£ s. d.
190	Aldreth - in-Haddenham, Daily and Sunday *c*	*20 0 0		
188	Balsham - Ch. 11	- - -	76	29 2 6
140	Barrington - N. 2	161 0 0		
186	Barton - N.	27 15 0		
140	Bassingbourne N.	*60 0 0		
140	Bassingbourne B.	*60 0 0		
189	Bottisham - N. 2	150 0 0	64	30 2 2
189	Bottisham Lode - - N. 2	118 2 6	71	37 4 8
189	Brinckley - N.	65 0 0		
189	Burwell, Boys			
189	Burwell, Girls P. 3	233 11 0	73	37 9 10
189	Burwell - B. 7	140 15 0	90	35 13 10
189	Burwell, St. Andrew's - N. 3			
187	Cambridge, Barnwell - N. 5	*210 0 0 180 2 8	309	134 7 6
187	Cambridge, Barnwell Abbey - N.	605 0 0		
187	Cambridge - B. 7	464 0 0	426	216 9 0
186	Cambridge, Industrial - N.	201 10 0		
187	Cambridge, King Street N. 5	178 0 0	210	96 10 0 *d*20 0 0
187	Cambridge, Pound Hill, Infants - Ch.	33 0 0		
187	Cambridge, St. Giles' - N. 5	- - -	151	70 2 4
187	Cambridge, St. Paul's (Russell St.) N. 5	533 1 2	387	166 12 10
187	Cambridge, St. Paul's, Infants (UnionRd.) N.	100 0 0		
187	Cambridge, St. Peter's (CastleEnd) N. 5	21 0 6	128	67 9 4
187	Cambridge, UnionRoad R. 11	- - -	36	17 6 2
188	Castle Camps Ch.	89 17 4		
185	Caxton - N.	201 12 0		
191	Chatteris, Boys - - B.			
191	Chatteris, Girls - B. 7	- - -	68	30 10 0
191	Chatteris, Infants - B. 7	- - -	59	29 8 8
191	Chatteris, Infants - Ch. *b*	70 0 0		
191	Chatteris, Slade Lode, Infants, Ragged - 7	157 0 0	58	27 13 4
186	Chesterton - N.	144 0 0		
189	Cheveley - N.	140 7 6		
186	Comberton - N. 2	110 16 0	70	35 6 6
177	Conington - N.	53 0 0		

a Removed from inspection. *b* School closed. *c* School pulled down. *d* Retiring pension.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	CAMBRIDGE—*cont.*	£ s. d.		£ s. d.
186	Coton - - N.	49 0 0		
186	Cottenham - B. 7	- - -	208	100 8 10
185	Croydon (near Royston) - N. 1	254 0 0	53	19 17 2
186	Ditton, Fen - N.	97 0 0		
189	Ditton, Wood N.	133 0 0		
188	Duxford - N. 2	188 14 9	67	25 7 11
193	Elm - - N. 3	259 0 0	31	15 5 6
185	Elsworth - N. 2	187 0 0	64	42 13 4
190	Ely, Silver St., Boys - N. 5	1206 15 4	204	109 1 4
			26	6 5 0
190	Ely, Girls - N. 5	- - -	182	93 1 4
190	Ely, Infants (Broad St.) N. 5	480 0 0	86	30 8 1
190	Ely, Stuntney N. 11	63 0 0	27	9 5 5
			88	44 0 4
189	Fordham - N. 3	168 0 0	33	10 19 2
186	Fulbourn - N. 2	189 5 6	100	51 7 8
185	Gamlingay - N.	160 0 0		
185	Gransden, Little - N.	132 0 0		
140	Guilden, Morden - N. 4	150 0 0	84	39 17 6
190	Haddenham, Arkenstall's Endowed - Ch.	127 18 0		
190	Haddenham, Girls Industrial - N. 3	188 15 4	107	56 11 0
			15	4 5 10
190	Haddenham B 7	- - -	64	26 10 6
186	Horningsey N. 2	60 15 0	41	19 13 4
186	Impington - N.	55 0 0		
189	Isleham - N.	230 0 0		
188	Linton - - N. 4	- - -	170	74 4 4
140	Litlington - N. 4	243 0 0	51	26 1 8
190	Littleport - N. 3	464 13 4	198	84 7 8
186	Madingley - N.	50 0 0		
191	March - N.			
191	March, Infants - N.			
140	Melbourne, Ayloffe's - Ch.	90 0 0		
186	Oakington - N.	*50 0 0		
	" - "	10 0 0		
193	Outwell, Infant - N. *a*	50 0 0		
177	Over - - N. 2	176 5 0	59	26 9 4
177	Over - - B. 3	- - -	80	33 15 10
185	Papworth, St. Agnes, - Ch.			
190	Prickwillow N. 3	226 10 0	128	65 15 6
			24	7 5 0
186	Rampton - N.	36 0 0		
189	Reach - Ch. 2	- - -	54	27 16 8
188	Sawston - N.	48 0 0		
186	Shelford, Gt. and Little N. 2	154 0 0	96	48 19 8
189	Soham - - N. 4	473 0 0	89	45 3 0
186	Stapleford - N. 2	115 1 0	65	33 15 10
140	Steeple-Morden - N. 1	194 16 3	92	39 19 6
190	Sutton - - N. 4	528 10 0	49	20 6 10
189	Swaffham, Bulbeck - N.	54 0 0		
177	Swavesey - N. 2	316 0 0	95	46 13 2
			29	8 0 10

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	CAMBRIDGE—*cont.*	£ s. d.		£ s. d.
186	Teversham - N. 2	199 0 0	23	*b*
175	Thorney Abbey - - N. 2	- - -	148	78 4 4
185	Toft and Caldecote - N. 1	*25 0 0	44	11 0 8
186	Trumpington N. 4	302 10 0	109	44 1 4
193	‡Tyd, St. Giles' - N.			
186	‡Waterbeach P.			
192	Whittlesea, St. Mary's and St. Andrew's - N. 2	410 7 6	177	77 3 8
188	Whittlesford N.	377 0 0		
189	Wicken - Ch. 1	- - -	104	46 19 2
			46	15 6 8
186	Wilbraham, Little - N.	82 10 0		
190	Wilburton - N. 2	*29 0 0	50	25 3 6
	" -	216 0 0	14	5 18 4
186	Willingham B. 3	- - -	137	62 16 8
193	Wisbeach, Boys - B. 4	218 13 4	209	97 9 4
193	Wisbeach, Girls - B. 4	150 0 0	69	36 15 0
193	Wisbeach, Infants - B. 4	- - -	83	41 8 4
193	Wisbeach, St. Mary's - N. 10	- - -	53	15 18 7
193	Wisbeach, St. Peter's, N. 7	256 4 10	259	47 4 2
190	Witchford - N. 2	10 0 0	61	22 18 4
188	Wratting, West - - N. 2	287 0 0	70	34 19 8
175	Wryde, Croft N. 4	- - -	28	15 10 4
	CHESHIRE.			
458	Acton - - N. 6	582 13 4	145	102 8 2
453	Adlington - N. 10	158 0 0	60	32 19 6
453	Alderley, Endowed, Boys - - 10	- - -	28	10 19 7
453	Alderley, Lady Stanley's, Girls Ch. 10	- - -	57	31 5 4
453	Alderley Edge - - B. 2	- - -	103	40 7 7
			10	1 5 0
453	Alderley, Over - - N. 10	25 0 0	39	13 6 6
			83	44 10 0
457	Alsager - N. 3	- - -	8	2 5 0
454	Altrincham - R. 6	- - -	126	57 13 4
454	Altrincham, St. George's Jubilee - N. 11	648 18 9	243	122 5 6
			15	4 7 6
454	Altrincham, Seamon's Moss, Endowed - 11	- - -	40	*b*
454	Altrincham - W. *c*			
454	Altrincham and Bowdon Downs B. 1	- - -	163	69 10 6

a For annual grant *see* Outwell N.S., Norfolk.
b Grant refused under Article 52 *d*.
c School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
455	Alvanley - Ch. 4			
455	Antrobus - N.	147 3 6		
455	Appleton, Mixed - N. 5	- - -	40	21 18 0
454	Arley, Middle N. 5	- - -	28	13 11 4
457	Astbury - N. 3	266 0 0	111	69 12 8
458	Audlem - N. 6	68 18 0	143	83 2 10
458	‡Audlem, Boys P.			
459	Backford - N.	100 0 0		
456	Barnton - N. 5	265 0 0	171	96 10 8
459	Barrow - N. 1	170 13 9		
458	Bartholmley N. 10	152 0 0	48	21 2 4
460A	Bebington - N. 2	*75 0 0	144	66 0 0
460A	Bebington (Higher), St. Peter's N. 2	- - -	71	39 4 6
458	Bickerton - N. 12	75 0 0	52	27 6 4
460B	Bidstone - N. 2	*53 0 0	66	35 3 4
	" - "	55 0 0	13	1 12 6
460A	Bidston, Moreton - Ch.	226 0 0		
460B	‡Birkenhead, Argyle St., Infants - N.			
460B	‡Birkenhead, Back Chester Street - N.			
460B	‡Birkenhead, Market St. N.			
460B	Birkenhead, Our Lady and St. Edward's R. 6	1,101 0 0	131	69 8 5
460B	‡Birkenhead, Priory St., Girls and Infants - N.			
460B	Birkenhead, St. Andrew's Pres. 9	- - -	366	168 7 2
460B	Birkenhead, St. Anne's - N. 1	262 0 0	378	200 11 2
			19	4 10 10
460B	Birkenhead, St. Anne's, Branch, Infants - 1	- - -	30	13 13 6
460B	Birkenhead, St. James' Ch. 1	499 10 0	223	111 1 6
460B	Birkenhead, St. John's - N. 1	480 0 0	331	175 16 2
			5	1 0 10
460B	Birkenhead, St. Lawrence's - R. 6	- - -	437	79 15 6
			32	4 8 4
460B	Birkenhead, St. Mary's Ch. 1	- - -	320	151 0 0
460B	Birkenhead, St. Patrick's (Girls and Infants) - R. 6	- - -	228	108 12 4
460B	Birkenhead, St. Werburgh's - R. 6	- - -	224	95 9 10
460B	Birkenhead, Holy Trinity N. 1	496 0 0	372	218 2 6
460B	Birkenhead, Holy Trinity, Ch. 1	500 0 0	238	125 1 0
			17	7 4 2
460B	Birkenhead - W. 9	954 0 0	240	115 2 0
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
453	Bollington - N. 10	*250 0 0	235	149 0 2
	" - "	374 0 0	31	7 14 2
453	Bollington - W. 5	256 0 0	150	101 14 9
453	Bollington Cross - N. 10	241 0 0	93	51 5 6
454	Bollington, near Rostherne Ch. 11	197 0 0	53	27 13 10
453	Bosley - N. 10	216 0 0	38	18 10 10
459	Boughton, St. Paul's - N. 4	831 14 0	262	142 0 0
			6	0 15 0
454	Bowdon - N. 11	162 0 0	67	42 4 0
454	Bowdon, Hale Barns N.	228 10 0		
457	Bradwell Reformatory.			
452	Bredbury - N. 7	322 10 0	159	73 0 3
			51	19 14 2
460B	Brighton, New - N. 2	- - -	158	81 18 6
453	Broken Cross, St. Thomas' N. 10	100 0 0	63	31 2 4
460A	Bromborough N. 4	- - -	93	49 6 8
454	Broom Edge Ch. 5	- - -	56	9 16 4
455	Budworth, Great - Ch. 6	540 0 0	77	44 8 4
457	Buglawton - N. 3	258 0 0	76	29 7 8
			10	4 3 4
458	Bunbury, Aldersey, Endowed - N. 11	50 0 0	100	42 13 4
458	Bunbury, Girls - - N. 11	47 17 6	84	40 10 6
460A	Burton, Bishop Wilson's - N. 2	93 0 0		
454	Carrington, Earl Stamford's - N. 11	- - -	59	29 4 8
474	Castle Hall (Staleybridge) - N. 9	- - -	154	72 12 8
456	Castle Northwich, Mixed, Girls - - Ch. 6	225 0 0	90	46 5 4
452	Cheadle - N. 10	*90 0 0	104	60 3 4
	" - "	68 12 6		
459	Chester, Ch Ch N. 4	195 12 0	126	63 3 8
459	Chester, Consolidated, Girls' - - 4	- - -	116	57 13 2
459	Chester, Kale Yard, Infants 4	- - -	154	73 14 9
459	Chester, Model 3	316 0 0	136	68 15 0
459	Chester, Ragged and Indust.			
459	Chester (Grosvenor), St. John's - N. 4	- - -	97	56 8 8
459	Chester, St. John's St. - W. 10	500 0 0	88	40 1 2
459	Chester, St. Mary's - N. 4	692 13 0	333	190 16 0
			20	8 15 0
459	Chester, St. Mary's, Infts., (Handbridge) - Ch. 4	- - -	115	68 4 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid. £ s. d.
	CHESHIRE—*cont.*			
459	Chester, St. Olave St., Ragged.			
459	Chester (Diocesan) N. 4	170 0 0	215	128 0 8
459	Chester, St. Werburgh's, Boys - R. 4	- - -	135 23	74 5 9 8 0 5
459	Christleton - P. 4	208 16 0	115	59 14 8
457	Church Lawton, Boys and Girls - N. 3	117 13 4	30 10	16 14 2 3 16 8
457	Church Lawton, Girls' Industrial. *a*			
458	‡Church Minshull - N.			
459	Clutton - N.	*50 0 0		
452	Compstall, St. Paul's - N. 9	- - -	183	125 14 6
457	Congleton, St. James', Boys, Girls, and Infants - N. 3	666 15 5	290 47	149 7 4 19 17 6
457	Congleton, St. Peter's (North Street) - N. 3	- - -	63	28 9 4
457	Congleton, St. Stephen's - N. 3	367 0 0	76	39 13 0
457	Congleton (Wagg St.) W. 5	- - -	135	81 7 4
457	Congleton, Infants - W. *b*			
458	Coppenhall - N. 10	464 0 0	228	126 18 9
458	Coppenhall, Infants - N. *c*	53 6 8		
458	Cotebrook - N. 5	83 11 3		
457	Cranage, Blue Coat - - N. 6	- - -	88	49 8 4
458	Crewe - - N. 10	- - -	626	340 8 0
458	Crewe Green Ch. 10	- - -	96	54 15 0
458	Crewe - Pres. 10	- - -	149	78 2 9
458	Crewe - - R.			
458	Crewe - - W. 10	359 10 0	216	105 9 4
456	Dane Bridge N. 5	529 4 0	83	43 12 10
456	Davenham - N. 5	864 0 0	126	71 7 2
456	Delamere Forest - N. 4	176 0 0	97 7	48 7 10 2 12 6
451	Disley - - N. 9	- - -	97	59 18 10
474	Dukinfield, Factory - B. 12	- - -	85	30 1 2
474	Dukinfield, Moravian - 12	352 2 6	239	129 18 6
474	Dukinfield, St. John's - N. 9	665 15 0	245 41	145 0 2 14 0 10
474	Dukinfield, St. Mark's - N. 9	702 3 4	270 52	151 19 0 18 8 4
474	Dukinfield, St. Mark's, Wharf St., Lower, Infants - N. 9	113 0 0	88	44 15 6
454	Dunham Massey, St. John the Evangelist - N. 11	756 0 0	140	83 6 4
454	Dunham Massey, St. Margaret's, Infants - N. 11	- - -	130	65 11 0
460A	Eastham - N. 2	316 1 1	108	65 4 6
453	Eaton, Ch. Ch. - - N. 10	- - -	42	19 14 6
452	Edgeley (Stockport) R. 11	- - -	261 205	121 0 2 67 3 4
452	Edgeley - W. 10	- - -	143	57 18 4
460A	Ellesmere Port - - N. 2	45 0 0	53	26 19 4
457	Elworth, St Peter's - N. 6	80 0 0	52	25 1 11
458	Faddiley - N. *d*	124 0 0		
459	Farndon - P.			
459	Flookersbrook, Ch. Ch. - N. 4	- - -	79	43 8 0
455	Frodsham, Endowed - N. 4	- - -	102	29 8 0
455	Frodsham, Girls and Infants - N. 4	*100 0 0 " " 99 10 0	103	55 4 10
452	Gee " Cross, St. Paul's - N. 7	- - -	107 20	49 13 7 6 13 4
474	Godley-cum-Newton Green - N. 10	473 0 0	139 39	73 19 0 13 2 6
456	Goostrey - N. 6	300 0 0	51	23 1 0
466	Grappenhall N. 5	236 0 0	116	71 5 8
455	Halton - P. 3	- - -	76	40 17 0
455	Halton, Grammar - - 3	- - -	78	22 10 0
452	Handforth - N.	175 0 0		
459	Handley - Ch. 11	- - -	28	12 10 0
456	Hartford - N. 5	*78 0 0 " " 109 7 0	108	60 0 8
458	Haslington - N. 10	648 0 0	144 7	86 12 0 2 4 2
457	Hassell Green W. 5	- - -	41	24 12 1
452	Hatherlow - B. 11	- - -	62 11	32 8 2 3 5 10
452	Hazel Grove W. 10	- - -	126 29	56 8 4 10 7 6
455	Helsby - N.	100 0 0		
453	Henbury - Ch. 10	- - -	39	9 5 0
474	Hollingworth N. 10	245 15 0	120	67 14 10
460A	Hoyle Lake N. 2	256 19 2	125	60 17 10
457	Hulme Walfield - - N.			
453	Hurdsfield, Lower, Boys and Infants N. 10	375 14 0	180	77 9 0
453	Hurdsfield, Upper, Girls N. 10	470 0 0	63	32 19 0
459	Huxley - N. 11	54 0 0	17	9 8 10
474	Hyde, Flowery Field - B. 2	- - -	290	132 16 8
452	Hyde, St. George's - N. 7	*300 0 0	239 24	115 4 7 11 3 4
452	Hyde, St. Paul's - R. 6	- - -	118 48	53 10 10 18 3 4
452	Hyde, St. Thomas' - Ch. 7	- - -	71 6	27 4 0 0 15 0

a Removed from inspection. *b* Incorporated with Congleton, Wagg St., W. S. *c* School not existing.
d School temporarily closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
459	Kelsall, St. Philip's - N.	60 0 0		
453	Kettleshulme N. 9	207 0 0	19	9 14 2
455	Kingsley - N.	179 5 0		
460A	Kirby, West N 2	- - -	58	29 2 2
454	Knutsford - N. 11	- - -	95	61 0 0
454	Knutsford, Girls - Ch. 11	- - -	59	32 9 7
454	Knutsford (Lady Egerton's) Ch.			
466	Latchford - N. 5	115 16 0	72	33 12 8
456	Lees - - N.	*35 0 0		
456	Leftwich, Infants - - N. *a*	45 0 0		
454	Legh, High Ch. 11	18 1 6	50	15 10 2
458	Leighton and Minshull-Vernon - N. 10	360 17 10	52	28 18 2
453	Lindow Common, Day - 2	- - -	61	30 15 4
460B	Liscard - N. 2	150 0 0	175	88 15 6
460B	Liscard, St. Alban's - R. *b*			
456	Lostock Gralam - - N. 6	149 16 0	65	29 17 4
454	Lymm - N. 5	- - -	187	73 6 4
453	Macclesfield, Ch. Ch., Boys N. 10	- - -		
453	Macclesfield, Ch. Ch., Girls and Infants N. 10	650 16 10	310 26	147 10 2 11 3 4
453	Macclesfield, Ch. Ch. (Crompton Road) - N. 10	253 6 8	58	26 12 0
453	Macclesfield, Mill Street W. *a*			
453	Macclesfield, Old Ch. - N. 10	153 15 0	209	85 10 4
453	Macclesfield, St. Alban's R. 6	- - -	168 32	72 4 9 11 10 0
453	Macclesfield, St. Paul's - N. 10	439 8 8	183	84 15 6
453	Macclesfield, St. Peter's - N.	436 3 4		
363B	Maesfen - Ch. 11	- - -	77	30 17 0
363	Malpas (Allport's Endowed) - N. 11	- - -	112	53 8 0
450	Marlston-cum-Lache - N. *c*	*20 0 0		
452	Marple - N. 10	*160 0 0	195	113 5 8
452	Marple (High Lane) - N. 10	221 2 6	125	72 1 6
456	Marton - N. 10	46 0 0	40	14 15 0
454	Mere (Mrs. Langford Brooke's) - N. 11	- - -	83	46 13 6
456	Middlewich N. 6	*70 0 0 1,111 10 0	272	143 4 6
456	Middlewich - W. *a*			
457	Mossley - N.	250 0 0		
474	Mottram-in-Longdendale N. 10	85 13 0	49	20 18 0
456	Moulton - N. 5	38 0 0	47	23 7 10
458	Nantwich - N. 6	*240 0 0 174 15 6	274	128 14 16
458	Nantwich - W. 10	551 5 0	141	57 1 2
460A	Neston - N. 2	837 0 0	113	47 3 6
460A	Neston, Little, General - 1	- - -	156	70 13 0
460A	New Ferry - N. 2	556 0 0	169	82 10 0
474	Newton-in-Mottram - N. 10	536 0 0	61	41 4 8
452	Norbury - N.	213 0 0		
454	Northenden N.	40 0 0		
456	Northwich - R. 9	- - -	109	39 1 9
456	Northwich, Weaver Navigation - Ch. 12	- - -	170	87 7 6
456	Northwich - W. 10	- - -	141	62 11 4
457	Odd Rode, Boys and Girls 3	- - -	96	51 4 2
456	Oulton Park N. 12	- - -	91	37 2 10
456	Over - - N. 6	629 0 0	88	38 19 1
456	Over Lane - W. *a*			
454	Over Peover Ch. 11	- - -	49	6 15 0
460B	Oxton - - N. 2	542 6 8	200	93 6 10
460A	Parkgate, Infant - - Ch. 2	144 0 0	40	18 3 0
452	Portwood - W. 10	1,284 0 0	444	225 9 0
453	Poynton, Lord Vernon's - 10	- - -	266 32	142 3 8 13 11 8
453	Rainow - N.	170 0 0		
458	Rockwood - Ch. 10	- - -	53	32 9 4
457	Rode Heath N. 3	- - -	57	27 14 6
452	Romiley - N. 10	588 0 0	79	49 14 6
454	Rostherne - N. 11	- - -	67	48 8 8
456	Rudheath - N. 5	- - -	67	34 7 8
455	Runcorn - N. 3	- - -	392 40	207 2 0 12 18 4
455	Runcorn, Floating Church, Mixed 3	- - -	35	17 13 4
455	Runcorn, Holy Trinity - N. 3	367 0 0	325 30	168 19 3 9 1 8
455	Runcorn - R. 5	- - -	58	6 3 8
455	Runcorn - W. 10	509 10 0	265	96 3 4
454	Sale, St. Anne's Ch. 11	239 3 9	120	65 19 8
454	Sale, Township - B. 1	- - -	117	*d*
459	Saltney-cum-Lache - N. 4	191 0 0	115	69 18 8
457	Sandbach - N. 6	596 3 4	299	151 2 0
457	Sandbach Heath N. 6	- - -	54	6 15 7
459	Sanghall, Great N. 4	- - -	70	36 19 2
460B	Seacombe (Wallasey) Mission House - 9	- - -	114 16	46 18 2 2 0 0
460B	Seacombe - W. 9	735 0 0	201	93 15 4
454	Shadow Moss N.	*30 0 0		
454	Sharstone - N. 11	*28 15 0	80	44 11 10
453	Siddington and Capesthorne N. 10	321 10 0	69	26 6 0
457	Smallwood - N. 3	160 10 0	66	32 11 2

a School closed. *b* Removed from inspection. *c* School no longer exists.
d Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
474	Staley Mill-brook, St. James's - N.	256 0 0		
474	Staleybridge Factory - B. 3	- - -	169	119 14 2
474	Staleybridge, St. Paul's - N. 9	600 0 0	117	68 19 2
474	Staleybridge, St. Peter's - R. 6	- - -	290	164 12 4
452	Stockport - N. 7	49 0 0	414	219 11 10
			12	4 5 0
452	Stockport - B. 10	250 0 0	186	92 9 6
452	Stockport, Gt. Moor - Ch. 9	- - -	87	49 17 0
452	Stockport, Ragged and Industrial.			
452	Stockport - R. 6	1,689 0 0	436	226 5 8
			246	106 13 4
452	Stockport, St. Peter's - N. 7	247 0 0	61	27 12 2
452	Stockport, St. Thomas' - N. 7	*750 0 0	391	163 16 4
	"	11 10 0	90	36 10 0
455	Stockton Heath Ch. 5	- - -	155	78 8 2
455	Stretton - N. 5	- - -	94	57 9 1
454	Styal, The Oak - - B. 2	- - -	95	55 5 4
			18	2 5 0
460A	Sutton-in-Hooton - N. 2	- - -	67	33 14 6
460A	Sutton - Pres. 10	- - -	62	26 15 8
453	Sutton, St. George's - N. 10	263 6 8	181	89 15 2
			26	8 11 8
453	Sutton, St. George's, Infant and Sunday - -	*400 0 0		
453	Sutton (Higher) St. James' - N. 10	*150 0 0		
454	Tabley, Nether Ch. 11	- - -	60	40 6 8
453	Tarporley - N. 6	324 0 0	112	64 18 2
459	Tarvin - N. 8	*77 0 0	75	36 11 6
	"	323 2 0		
459	Tattenhall - N. 12	560 0 0	139	74 0 0
453	Taxall and Fernilee - N. 9	214 0 0	126	56 13 8
458	Tilston - Ch. 12	- - -	140	83 17 4
454	Timperley - N. 11	471 0 0	153	84 6 10
474	Tintwistle - N. 10	*195 0 0	83	49 15 2
	"	118 17 4		
474	Tintwistle - B. 12	200 0 0	105	49 15 0
460B	Tranmere, St. Catherine's N. 2	774 12 0	323	170 3 6
460B	Tranmere, Limekiln Lane - Ch. 2	205 10 10	214	107 6 4
460A	Upton - Ch. 2	- - -	63	32 9 0
459	Upton, St. Mary's - N. 4	70 0 0	45	19 13 10
458	Utkinton - N. 5	45 0 0	26	15 8 1
474	Vale House - Ch. *a*			
460B	Wallasey - Ch. 2	- - -	105	54 15 8
458	Warmingham - Ch. 10	- - -	74	44 16 8
456	Weaverham N. 5	400 0 0	176	91 1 10
455	Weston Point Ch. 8	- - -	51	22 4 5
455	Weston (Runcorn) - Ch. 3	167 13 0	84	48 9 10
			7	1 17 6
455	Weston - W. 10	- - -	29	14 13 2
456	Wharton - N. 5	426 10 0	166	86 7 0
456	Whitegate, Girls - 12	- - -	34	21 2 2
453	Whiteley Green N. 10	- - -	29	14 19 6
454	Wilmslow, Dean Row - B. 2	281 15 10	74	35 0 6
454	Wilmslow, Independent 2	- - -	129	68 3 4
			33	9 15 10
456	Winsford - N. 5	153 0 0	123	64 8 1
456	†Winsford - W. *b*			
456	Witton - N. 6	193 10 0	254	131 18 8
459	Woodbank - N.	*30 0 0		
457	Woodcock's Well (Mow Cop) - N. 3	345 18 0	93	49 9 0
453	Woodford - N.	123 0 0		
452	Woodley, Public - 10	- - -	78	47 15 2
			20	8 0 0
458	Worleston - N. 6	40 0 0	40	22 4 2
458	Wybunbury, Delve's Charity - 6	- - -	63	*c*
458	Wybunbury (Broad Lane) N. 6	- - -	70	38 8 0
458	Wybunbury, Girls - Ch.			
	CORNWALL.			
307	Agnes, St. - P. 10	- - -	73	36 15 4
307	Agnes, St. - B. *d*	*250 0 0		
	" - "	126 10 0		
301	Altarnun - N. 5	*32 0 0	49	29 12 6
309	Ashton, Infant.			
306	Austell, St. - N. 10	*150 0 0	250	99 10 0
	" - "	25 0 0		
306	Austell, St. - B. *e*	*100 0 0		
307	Baldhu - N. 10	120 0 0	107	56 8 9
306	Biscovey (Par.) N. 10	87 15 0	21	*f*
306	Blazey, St. - N. 10	347 19 3	95	44 8 8
304	Bodmin - N. 7	377 2 6	175	55 6 3
304	Bodmin - W. 3	- - -	79	35 10 4
300	Boscastle - N. 5	50 0 0	65	25 12 8
			7	1 9 2
311	Bottoms, St. Levan - W. 2	228 0 0	46	25 14 8
309	Breage, St. - N. 7	*125 0 0	117	50 0 10
	" - "	50 0 0		
300	Breward, St. N. 5	- - -	43	20 6 8
299	Budehaven - Ch. 5	- - -	87	44 12 8
308	Budock - N. 5	- - -	95	40 12 11
311	Buryan, St. - N. 7	139 0 8	74	34 5 0
			8	3 11 8
303	Callington - N. 4	120 0 0	124	44 12 4
			45	12 15 10

a School pulled down. *b* School closed. *c* Grant refused under Article 52 *d*.
d School in ruins. *e* Removed from inspection. *f* Grant refused under Article 51 *e*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	CORNWALL—*cont.*	£ s. d.		£ s. d.
290	Calstock - N. 4	430 0 0	85	32 18 6
310	Camborne Town - N. 7	318 17 0	154	58 16 5
			55	15 7 6
310	Camborne - B. 2	*150 0 0	247	107 3 6
	" " - "	78 13 4		
300	Camelford - N. 5	200 0 0	77	24 3 10
304	Cardynham N. *a*	*50 0 0		
309	Carnmenellis N. 6	- - -	73	32 18 2
312	Carn Thomas St. Mary's - N. 7	- - -	55	20 18 10
307	Chacewater N. 10	268 0 0	116	58 7 8
309	Clowance (Boys) N. 6	- - -	86	38 11 2
308	Constantine B. 3	*70 0 0	145	53 4 4
		128 8 4	51	14 14 2
309	Crowan (Girls)" N. 6	112 0 0	35	14 2 0
305	‡Cubert - Ch.			
309	Cury - Ch.			
310	Cusgarne - N.	84 0 0		
300	Delabole - B. 5	- - -	39	20 7 7
307	Devoran - N. 6	*65 0 0	76	38 16 0
302	Devyock - N.	114 0 0		
303	Dominick, St. N.	210 12 0		
311	Erth, St. - P. 7	167 11 0	151	69 0 6
305	Ervan, St. - N. *b*	200 0 0		
306	Ewe, St. - N. 10	- - -	75	26 2 0
308	Falmouth - N. 6	12 8 6	71	15 15 9
308	Falmouth - B. 3	- - -	275	102 16 8
308	‡Falmouth, Girls, New B.			
307	Feock, St. - N. 6	65 0 0	76	33 14 10
			22	4 6 8
			70	34 17 7
307	Gerrans - P. 5	193 16 0	20	6 11 8
309	Grade and Ruan Minor N. 6	170 0 0	46	7 5 1
306	Grampound with Creed N. 10	166 10 0	79	36 2 2
			15	3 0 10
311	Gulval - - N. 7	111 12 6	96	51 7 0
309	‡Gunwalloe - Ch.			
310	Gwennap, Church Town (Boys) N. 6	*42 0 0	102	43 11 6
	" "	25 12 4		
310	Hayle, Copperhouse - W. 2	- - -	148	61 0 3
311	Hayle, Foundry W. 2	- - -	63	21 5 1
309	Helston - N. 6	- - -	182	88 1 0
			35	14 4 0
309	Helston - W. 3	293 6 6	112	29 10 5
302	Hessenford, St. Ann's - N.	7 17 8		
310	Illogan, Boys N. 7	- - -	108	40 3 10
310	Illogan, Girls N. 7	89 10 8	110	46 13 9
303	Ive, St. - N. 1	180 7 6	73	34 2 6
311	Ives, St. - N. 7	300 0 0	151	69 3 8
			6	1 10 0
311	Ives, St., St. John's - N. 6	- - -	53	22 10 3
311	Ives, St. - W. 2	- - -	167	79 4 4
300	Juliot, St. - Ch.	116 3 4		
311	Just, St. - N.	193 0 0		
311	Just, St. - W. 2	155 0 0	150	55 17 10
307	Kenwyn, St. George's - N. 10	299 4 0	106	49 14 10
299	Kilkhampton N. 5	20 8 0	74	36 17 2
299	Kilkhampton W.	126 0 0		
302	Landulph - P. 12	17 15 6	40	17 0 6
299	Launcells - N.	60 0 0		
301	Launceston B. 5	*100 0 0	90	24 16 4
301	Launceston (and St. Thomas') - N. 5	*200 0 0	61	7 13 2
		10 0 0		
303	Lerrin - - N.	120 0 0		
301	Lewannick - W. 5	" " "	46	19 19 6
301	Lezant - - N.	70 0 0		
303	Liskeard, Boys - - B. 3	*125 0 0	147	54 4 2
	" "	54 0 0		
303	Liskeard, Girls - - B. 3	- - -	105	27 3 7
301	Luckett - Ch. 4	150 10 0	42	14 6 10
311	Ludgvan - N. 6	*90 0 0	76	30 5 8
308	Mabe - - N. 6	- - -	73	34 19 8
304	Mabyn, St. - N.	168 0 0		
311	Marazion (Sir C. Cole's) - 7	- - -	71	35 8 0
299	Marham Church - Ch.			
307	Mawes, St. *c*			
307	Mawes, St. - W. 3	- - -	88	36 14 6
309	Mawgan, St. (in Meneage) - - *a*			
305	Mawgan, St., Village.			
308	Mawnan, Village - - 5	- - -	40	12 3 10
302	Mellion, St. - Ch. *a*			
303	Menheniot - N. 1	20 4 2	113	50 3 6
			22	5 11 8
303	Merrymeet - N. 1	50 0 0	75	32 17 0
			21	6 14 2
303	Morval - - P. 1	- - -	55	35 0 4
299	Moorwinstow N.	70 0 0	99	51 10 2
311	Mousehole - W. 2	285 10 0	128	35 9 4
308	Mylor Bridge N. 6	- - -	153	62 15 3
			15	5 9 2
303	Neot, St. - N. 1	117 0 0		
311	Newlyn - W. 2	406 0 0	120	45 3 4
311	Paul, St. - N. 6	- - -	102	39 11 7
303	Pelynt - - N.	75 0 0		
311	Pendeen - N. 7	241 10 0	164	77 9 10
309	Penrose - Ch. *b*			
308	Penryn, Girls N. 5	*150 0 0	72	28 11 4
	" "	10 5 0		
308	Penryn - W. 3	227 0 0	79	34 17 10
303	Pensilva - N. 1	- - -	87	36 13 4
311	Penzance - N. 7	*340 0 0	359	146 4 5
311	Penzance, St. Paul's (Infants) - Ch. 7	- - -	121	56 8 10
311	Penzance - W. 2	- - -	192	88 5 4
307	Perranzabuloe - - N.	90 0 0		
310	Phillack, Boys - - N. 7	- - -	87	40 15 6

a Removed from inspection. *b* School closed. *c* School not existing.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	CORNWALL—*cont.*	£ s. d.		£ s. d.
307	Philleigh - P.	78 14 6		
302	Pillaton - N.			
303	Polruan - N. 1	80 0 0	60	26 14 0
309	Porthleven - N. 6	152 5 0	26 *a*	
307	Probus - P. 6	- - -	70	33 5 4
302	Quethiock - N.	*32 0 0		
	" - "	34 10 0		
310	Redruth - N. 10	- - -	104	52 1 6
310	Redruth - B. 2	- - -	158	71 10 0
310	Redruth - W. 2	- - -	134	47 17 2
303	Rilla Mill - B.			
302	Saltash - N. 11	91 10 0	103	41 16 8
311	Sancreed - N. 6	190 0 0	72	34 7 1
			8	3 3 4
312	Scilly Isles, St. Mary's - N. 7	- - -	126	53 16 4
302	Sheviocke - Ch. 12	- - -	33	14 9 10
303	South Hill - N. 4	140 5 0	35	12 12 4
			7	1 19 2
306	Stephen's, St. (St. Austell) N. 10	- - -	60	23 13 2
301	Stoke Climsland - - N. 4	274 0 0	64	19 19 8
299	Stratton - N. 5	180 0 0	66	31 4 10
			9	1 9 2
302	Tideford - N. 1	119 0 0	39	17 8 2
300	Tintagel - N.	143 3 10		
302	Torpoint - Ch. 12	- - -	79	43 11 8
312	Tresco (Scilly) N. 7	- - -	52	8 16 8
310	Trevenson (The Bassett) - - N. 7	- - -	125	57 19 4
310	Trevenson-Pool - - N. 7	123 0 0	127	56 17 11
307	Truro - B. 3	*300 0 0	362	166 8 0
			9	3 5 10
307	Truro, Exeter, Practising for Females - 10	368 0 0	100	43 5 8
307	Truro, Fairmantle St. - N. 10	36 0 0	143	65 14 8
			9	3 10 10
307	Truro, St. John's, Infant - - 10	- - -	113	45 13 5
307	Truro, St. Mary's - N. 10	*120 0 0	147	75 16 8
310	Tuckingmill, All Saints' N.	120 0 0		
304	Tudy, St. - Ch. 5	- - -	29	11 9 3
306	Tywardreath N. 10	180 0 0	118	52 5 6
304	Wadebridge, Day - 3	- - -	81	31 18 7
310	Wall - - W. 2	- - -	75	35 18 0
301	Warbstow - N.	*30 0 0		
309	Wendron - N. *b*	*90 0 0		
305	Wenn, St. - N. 5	160 0 0	27	10 9 11
			6	1 5 0
309	Wheal Ruby (Carnmenellis) N. 6	- - -	40	13 17 2
311	Zennor - N.	69 0 0		

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	CUMBERLAND.	£ s. d.		£ s. d.
569	Allhallows - Ch. 2	268 5 3	37	18 18 4
569	Allonby - B.	100 0 0		
564	Alston Charity - - Undl. 6	- - -	104	55 7 2
564	Alston - - N 3	199 17 6	124	60 13 4
569	Aspatria - N. 3	15 0 0	107	30 3 11
571	Beckermet District - 11	- - -	60	32 10 2
571	Bees, St. - 5	- - -	40	17 5 4
569	Blencogo - Ch.			
569	Blennerhasset - - B. 5	- - -	46	22 0 2
569	Bolton - N. 2	264 0 0	52	30 18 6
570	Bothel - N.	236 0 0		
569	Bowness - N. 2	- - -	53	20 9 6
			8	1 0 0
570	Braithwaite N. 2	- - -	46	16 10 4
566	Brampton - N. 10	647 0 0	198	98 2 2
566	Brampton Eng. Pres.			
570	Brigham - N. 11	- - -	77	27 14 7
570	Broughton, Great, Endowed - Ch. 4	143 5 0	60	21 0 0
569	Caldbeck - 2	- - -	62	25 19 10
568	Cargo - Ch. 12	213 0 0	22	9 3 2
568	Carlisle - B. 5	*300 0 0	208	101 10 10
	" - "	54 0 0		
568	Carlisle, Central - N. 10	- - -	254	117 3 10
568	Carlisle, Ch. Ch. - - N. 10	575 1 3	387	179 18 2
569	Carlisle, Education Society's.			
568	Carlisle, St. Bede's - R. 6	- - -	129	54 18 2
			66	20 10 2
568	Carlisle, St. Patrick's - R. 6	64 0 10	111	62 14 4
			24	8 8 4
568	Carlisle, St. Stephen's - N. 10	250 19 4	223	95 3 6
568	Carlisle, Shaddon Works - Ch. 10	- - -	222	86 14 0
			49	11 19 2
568	Carlisle (The Fawcett) - N. 10	352 6 4	285	133 0 4
			58	23 11 8
568	Carlisle, Holy Trinity - N.	196 10 0		
571	Cleator - N. 12	- - -	86	37 3 3
571	Cleator Mills B. 5	- - -	140	66 19 10
570	Clifton - N. 4	494 8 0	133	64 14 10
570	Cockermouth N. 4	289 18 0	191	69 16 2
570	Cockermouth, St. Joseph's R. 6	- - -	48	28 9 8
568	Cotehill - Ch.	97 10 0		
570	Crosby, Cross Canonby - N. 10	223 0 0	76	34 14 6
568	Crosby-on-Eden - N. 1	139 3 4	64	31 17 10
570	Crosthwaite N. 5	- - -	60	26 17 0
570	Crosthwaite, Free Grammar.			
568	Cummersdale Mills - - 1	- - -	52	15 16 5

a Grant refused under Article 51 *b*.

b Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
565	Cumrew - N.	57 0 0		
565	Dacre - - N. 2	*40 0 0	26	*a*
568	Dalston - Ch. 3	237 2 6	85	33 8 2
570	Dearham, Ellenborough and Unerigg Ch. 1	160 1 3	78	46 4 0
570	Dovenby - N.	100 0 0		
569	Drumburgh N.	*45 0 0		
569	Fingland - N.	*30 0 0		
570	‡Flimby - N.			
571	Frizington - N.	*25 0 0		
565	Gamblesby - W. 6	- - -	38	16 2 2
564	‡Garrigill Gate - - B.			
565	Greystoke - N.			
571	Harrington Ch. *b*			
566	Heads Nook B. 5	- - -	50	28 8 10
571	Hensingham N. 11	- - -	158	72 19 10
565	Hesket-in-the-Forest - P.			
564	‡High Plains B.			
569	‡Holme Cultram, Aldoth N.			
569	Holme Cultram, Abbey Town - N. 3	- - -	65	29 14 6
569	Holme Cultram, St. Cuthbert's N.	70 0 0		
568	Holme Eden Ch. 11	- - -	26	13 13 0
568	Holmehead - B. 5	- - -	199	113 3 6
568	‡Houghton - Ch.			
565	Howrigg - Ch. 2	- - -	32	*a*
565	Hutton Mar Ch.			
569	Ireby, Grammar - - 5	- - -	54	24 4 4
572	Irton - - N. 5	- - -	50	25 14 8
568	Ive Gill - B.	*30 0 0		
570	Keswick, St. John's - N. 5	- - -	98	31 1 1
569	Kirkbampton, Union of Schools - 3 Kirkbampton	- - -	26	16 4 2
568	Burgh by Sands -	- - -	36	19 12 0
568	Moorhouse	- - -	18	11 4 7
568	Kirk Andrews	- - -	30	18 17 5
568	Newby -	- - -	23	13 12 10
565	Kirkoswald - N. 1	298 7 0	82	45 8 0
571	Lamplugh - P. 5	- - -	47	6 6 2
566	Lanercost Island - Ch.	119 0 0		
566	Laversdale - Ch. 3	284 0 0	42	29 19 6
565	Lazonby - N. 2	- - -	46	27 9 4
564	Leadgate-in-Alston - N. 4	- - -	48	28 15 8
567	Longtown, United - 5	430 0 0	209	97 7 10
570	Maryport - N. 10	426 10 0	214	96 2 10
570	Maryport - B. 5	149 3 2	172	85 4 0
565	Melmerby - Ch. 1	313 8 0	40	18 17 8
572	Millom - Ch.	259 0 0		
571	Montreal - Ch. 12	- - -	119	58 14 4
572	Muncaster - Ch. 7	- - -	46	26 18 0
565	Mungrisdale			
564	Nent Hall - Ch. 4	- - -	29	16 6 4
571	Nether Wasdale, Village 5	- - -	30	13 13 10
568	Newby - N.	50 0 0		
570	‡Newlands - N. *b*			
569	Newton, West, St. Matthew's N. 3	- - -	49	27 6 0
565	Ousby, St. Luke's - N.	80 0 0		
565	Penrith - N. 2	431 0 0	55	25 2 6
565	Penrith - B. 6	238 0 0	76	37 13 8
565	Penrith - W. 6	234 15 0	133	81 19 10
570	‡Plumbland - N.			
565	Raughton Head - Ch. 11	- - -	51	28 7 3
565	Salkeld, Gt. N. 1	283 0 0	29	4 9 3
567	Scaleby - N. 11	40 0 0	35	12 18 6
568	Scotby N. & P. 3	174 0 0	66	31 6 0
569	Silloth, St. Paul's - N. 3	426 0 0	82	30 16 4
565	Stainton - Ch. 2	103 15 0	46	22 19 10
568	Stanwix - N. 10	*55 0 0	79	53 10 2
	" - "	343 15 4		
568	Stanwix, Reformatory.			
566	Talkin - - Ch. 11	282 0 0	55	28 5 8
569	‡Thursby, Endowed.			
572	Thwaites - Ch.	122 7 6		
569	Uldale - N. 5	54 0 0	37	*a*
568	Upperby - N. 11	174 0 0	75	27 8 8
568	Warwick - B. 5	- - -	30	14 3 6
565	Watermillock, Grammar -	170 12 0		
569	Westward - Ch.			
568	Wetheral, Village - - Ch. 11	90 0 0	50	23 12 0
571	Whitehaven U.			
571	Whitehaven, St. Mary's - R.			
571	Whitehaven, St. Nicholas' N. 11	223 6 0	183	72 5 8
571	Whitehaven, Holy Trinity N. 11	*200 0 0	403	134 1 6
	" "	281 6 8		
569	Wiggonby - N. 3	- - -	70	20 16 8
569	Wigton - B. 5	*210 0 0	42	6 3 10
569	Wigton - N. 3	- - -	264	125 15 4
569	Wigton - R. 6	- - -	111	54 7 2
570	Workington, Free - - Ch. 11	1,215 0 0	147	21 11 0
570	Workington, R. 6	- - -	68	28 16 8
570	Workington, St. John's - Ch. 11	516 9 0	169	85 12 6
568	Wreay - - N. 12	- - -	58	20 1 0
	DERBYSHIRE.			
446	Alfreton - N. 11	350 0 0	74	40 8 0
447	Alkmonton - N. 11	- - -	20	11 13 0
446	Allestree - N. 2	207 0 0	87	42 19 1

a Grant refused under Article 52*d*.

b Removed from inspection

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	DERBY—*cont.*	£ s. d.		£ s. d.
444	Alvaston and Boulton - Ch. 2	335 0 0	65	30 11 0
			15	5 4 2
447	Ashbourne - N. 4	- - -	220	103 8 0
			70	31 19 4
449	Ashford - N. 6	- - -	28	9 0 0
448	Ashover Hill Ch.			
444	Aston-on-Trent - N. 2	54 0 0	61	16 1 4
449	Bakewell - N. 6	137 5 0	105	47 19 4
450	Bamford - N. 5	62 10 0	85	46 5 8
			40	12 11 8
449	Baslow, Ch. Ch. N. 12	- - -	49	19 5 2
509	Beighton and Hackenthorpe - N. 8	367 0 0	45	18 16 10
446	Belper - N. 6	536 0 0	149	74 3 6
446	Belper - U.			
446	Belper - W. *a*			
447	Bentley Fenny Ch.			
447	Biggin, St. Thomas' - N.	150 0 0		
448	Bolsover - N.	110 0 0		
447	Bonsall - Ch. 6	- - -	41	20 14 0
444	Borrowash, Infants - N.			
374	Boylestone - N.	90 0 0		
448	Brackenfield N. 6	125 7 0	53	23 11 5
447	Brailsford, Mr. Evans's - 10	- - -	81	16 0 11
448	Brampton, St. Thomas' N. 8	114 15 0	163	46 13 6
447	Brassington N. 6	- - -	64	33 4 4
444	Breaston - N.	144 0 0		
448	Brimington - N.	75 0 0		
375	‡Broughton Church - N.			
450	Burbage - Ch. 2	- - -	155	75 11 5
450	Buxton, Endowed - N.			
450	Buxton - W.	92 10 0		
450	Castleton, Boys - - N. 5	- - -	35	17 4 2
			11	4 5 10
450	Castleton, Girls - N. 5	- - -	39	20 15 8
450	Chapel-en-le-Frith - N. 5	*105 0 0	168	73 2 9
	" " "	25 17 0	46	14 0 0
451	Charlesworth N. 5	250 0 0	71	39 1 2
451	Charlesworth B.			
448	Chesterfield, Old, Trinity N. 8	174 5 0	129	34 5 7
448	Chesterfield R. 5	- - -	181	71 8 2
448	Chesterfield, Victoria - N. 8	190 0 0	149	77 8 1
			620	0 0 0
450	Chinley - B.	*40 0 0		
448	Clay Cross Iron Works 10	- - -	534	266 12 10
			18	4 3 4
448	Clay Cross, St. Bartholomew's - P.			
447	Clifton - Ch. 4	- - -	25	4 13 8
438	Codnor and Loscoe, Boys - N. 10	240 0 0	97	36 19 7
438	Codnor, Girls and Infants N. 10	550 0 0	169	47 15 0
446	Crich - - N. 5	284 8 10	129	52 18 5
449	Darley, South - Ch. 6	131 16 8	51	23 3 4
445	Derby, All Saints' - N. 7	*160 0 0	213	110 18 6
	" " "	320 0 0	52	19 11 8
445	Derby " " B. 10	505 0 0	300	150 4 8
445	Derby, Canal Street - W. 10	- - -	316	137 19 10
			14	4 13 4
445	Derby, Ch. Ch. - - N. 7	350 7 6	268	111 18 0
445	Derby, Curzon Street - N. 7	456 5 8	269	111 1 3
445	Derby, King Street - W. 10	- - -	274	138 3 6
			16	4 5 0
445	Derby, Parliament St. W. 9	- - -	94	44 9 4
445	Derby, Practising - 7	382 15 0	181	81 10 0
445	Derby Ragged and Industrial -	372 0 9		
445	Derby, St. Alkmund's N. 7	211 0 0	250	114 5 10
445	Derby, St. Andrew's - N. 8	- - -	358	159 15 4
445	Derby, St. Joseph's - R. *c*			
445	Derby, St. Mary's - R. 5	- - -	88	47 19 1
			29	10 0 10
445	Derby, St. Michael's - N. 8	- - -	157	76 8 8
445	Derby, St. Paul's - N. 7	234 15 0	135	60 10 4
			16	5 5 0
445	Derby, St. Peter's Bag Lane, Infts. N. 7	*85 0 0	79	30 8 0
445	Derby, St. Peter's, Devonshire St. N. 7	*125 0 0	137	63 14 0
	" " St. "	15 13 4	69	30 7 6
445	Derby, St. Peter's, Rose Hill District Ch.	275 0 0		
445	Derby, St. Peter's, Siddal's Lane N. 7	*d**160 0 0	204	106 12 2
			81	35 2 6
445	Derby, St. Peter's, Traffic St. - N. 7	*e*124 0 0	216	105 17 8
	" " "	8 0 0		
445	Derby, Holy Trinity - N. 7	626 0 0	500	261 1 6
			33	9 19 2
507	Dore - N. 5	20 0 0	58	27 12 8
374	Doveridge - N. 11	- - -	51	23 13 0
444	Draycott and Wilne - P. 2	426 10 0	154	82 14 10
			13	4 0 10
448	Dronfield Ch. N. 12	- - -	73	31 4 6
446	Duffield, Endowed - N. 4	21 0 0	41	*f*
444	Eaton, Little N. 11	85 0 0	70	35 4 10
444	Eaton, Long N. 11	243 18 9	185	85 13 4

a School closed. *b* Retiring pension. *c* School sold and children transferred to Derby, St. Mary's, R.C.
d Part of this grant belongs to Traffic Street School.
e For repairing Bag Lane, Devonshire Street, Siddal's Lane, and Traffic Street Schools.
f No grant claimed.

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	DERBY—*cont.*	£ s. d.		£ s. d.
450	Edale - - N. 5	- - -	37	5 4 5
449	Edensor - N. 6	- - -	38	21 6 8
449	Elton - - Ch. 2	- - -	32	9 17 9
444	Elvaston, Earl of Harrington's - - 1	- - -	48	24 8 4
449	Eyam, Mixed Ch. 5	- - -	103	51 6 0
			20	5 1 8
451	Glossop, All Saints' - B.			
451	Glossop - B.	*a**225 0 0		
451	Glossop, Dinting Vale, Printworks B.			
451	Glossop (Duke of Norfolk's) B. 10	31 11 3	122	6 5 0
448	Grasmoor (in Hasland) N. 8	- - -	51	26 0 8
375	Gresley - N. 3	218 5 0	157	81 11 9
451	Hadfield - Ch. 5	- - -	92	*b*
451	Hadfield - W. 10	- - -	76	43 11 4
448	Handley, Mixed - Ch. 6	- - -	90	8 1 8
437	Hardwick - N.			
447	Hartington - Ch.	153 6 3		
448	Hasland - N.	207 6 3		
449	Hassop - R. 5	- - -	26	13 19 10
449	Hathersage - Ch. 5	304 0 0	95	44 9 10
449	Hathersage - W. *c*			
451	Hayfield, Town's - N.	*116 0 0		
446	Hazlewood - N.	69 0 0		
446	Heage - N. 6	138 2 5	82	29 15 1
438	Heanor - N. 10	316 13 0	244	86 6 7
448	Heath - Ch. 10	- - -	43	20 0 8
446	Holbrooke - Ch. 3	- - -	54	25 8 10
450	Hope - Ch. 5	- - -	61	30 7 4
446	Horsley - N. 2	35 0 4	112	54 13 10
			13	2 9 2
451	Howard Town - - W. 10	- - -	167	87 9 0
447	Hulland - N. 11	- - -	72	31 8 11
446	Idridgehay - P. 3	115 17 6		
438	Ilkeston - N. 10	410 13 0	167	78 15 8
438	Ilkeston - B. 9	286 0 0	220	118 2 8
446	Ironville - N. 11	490 0 0	358	169 11 6
438	Ironville, Golden Valley, Infants - N. 11	- - -	59	21 3 2
447	Kniveton - N.	53 0 0		
446	Langley Kirk N.	40 0 0		
446	Lea - Public 10	512 5 0	105	55 7 0
444	Littleover - N. 2	70 0 0	48	14 16 2
447	Longford - P. 5	- - -	52	6 0 0
375	Longlane, Christ Ch. Ch. 2	45 10 0	31	11 0 2
375	Lullington - Ch. 4			
449	Matlock Bath N. 2	205 0 0	80	41 5 10
414	Measham - N. 3	*20 0 0	260	129 0 8
	" - "	145 6 6		
444	Melbourne - N. 4	54 0 0	184	91 18 0
			33	11 1 8
451	Mellor, Methodist Free Church - *c*			
375	‡Mickleover - Ch. *d*			
449	Middleton by Wirksworth N. 5	183 11 10	116	67 0 8
446	Milford - B. 10	- - -	240	142 16 11
449	Monyash - N.			
446	Morley - - N.	17 1 9		
448	Newbold with Dunston - Ch. 8	292 12 6	103	42 1 6
			15	3 7 6
375	Newhall - N. 4	357 10 0	161	71 18 6
451	Newmills, St. George's - N. 5	300 0 0	204	91 4 0
451	Newmills - B. 10	- - -	206	76 19 7
451	Newmills - W.			
375	Newton-Solney - N. 2	- - -	58	33 7 2
444	Normanton - Ch. 8	- - -	35	11 13 10
437	Normanton, South - - N. *d*	*64 0 0		
507	Norton Greenhill - - N. 8	46 0 0	40	13 9 4
444	Ockbrooke - N. 2	227 10 0	42	26 17 4
			21	7 9 2
			60	33 9 2
447	Osmaston - N. 4	- - -	10	2 6 8
447	Parwich - N. 4	- - -	51	30 3 8
446	‡Pentrich - N.			
437	Pleasley Works - B. 12	- - -	62	44 12 4
			14	3 13 4
414	Ravenstone - N. 3	- - -	38	19 11 10
446	Riddings - N. 11	345 0 0	230	111 6 8
448	Ridgeway - N.	*80 0 0		
446	Ripley, Boys, Girls, & Inft. N. 6	1,185 7 6	424	201 13 2
446	Ripley, St. John's - N. 6	230 0 0	99	30 6 3
446	Ripley - W. *c*			
444	Sawley - N. 11	415 0 0	118	64 7 2
375	Scropton - N. 4	111 5 0	44	18 1 6
444	Shardlow - P. *d*			
438	Shipley and Cotmanhay N. 10	491 10 0	201	67 8 9
437	Shirebrook - N.	83 5 0		
448	Shirland - N. 2	133 10 0		
447	Shirley - N. 4	88 6 8	47	26 12 4
446	Smalley, Boys N. 11	49 5 0	72	15 2 2
446	Smalley, Girls N. 11	153 0 0		
448	Spink Hill, St. Mary's - R. 5	- - -	83	59 7 1
444	Spondon - N. 11	183 0 0	108	45 2 0
437	Stainsby - Ch. 10	- - -	31	*e*
444	Stanton-by-Dale Abbey N. 5	275 0 0	55	26 4 11
375	Stapenhill - N. 4	- - -	98	29 10 5
448	Staveley - N. 6	200 0 0	237	116 4 2
448	Staveley Works - Ch. 6	- - -	269	126 0 6
449	Stony-Middleton - N. 12	- - -	38	15 6 2
			14	1 15 0
374	Sudbury (Lady Vernon's) - N. 11	- - -	57	27 15 10
375	Swadlincote N. 4	- - -	142	66 11 4
446	Swanwick - Ch. 11	- - -	173	82 8 0
449	Tansley - N.	163 14 0		
437	Tibshelf - N. 6	- - -	61	38 3 8
449	Tideswell - N. 5	305 0 0	108	48 8 8
			30	13 1 9
446	Turnditch - N. 7	75 0 0	36	7 11 8

a School pulled down and 165*l.* 8*s.* 1*d.* repaid. *b* Grant refused under Article 51 *b*.
c School closed. *d* Removed from inspection. *e* Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	DERBY—*cont.*	£ s. d.		£ s. d.
448	Wessington - N.	42 1 6		
451	Whitfield - N. 5	360 0 0	208	119 2 1
448	Whittington (Webster's Endowed) - P.	144 0 0		
436	Whitwell - Ch. 11	- - -	54	21 16 0
448	Wingerworth Coal Co.'s - 4	- - -	82 5	32 16 6 0 12 6
449	Winster - N. 12	207 6 3	68	33 7 4
446	Wirksworth N. 5	290 0 0	171	75 19 6
448	Woodthorpe Ch. 6	- - -	98	41 15 0
450	Wormhill, St. Margaret's P. 12	- - -	33	8 19 7
447	Yeaveley - N. 4	58 10 0	22	12 16 6
	DEVONSHIRE.			
235	Alvington, West - - Ch. 2	- - -	30	4 13 2
294	Anstey, West Ch. 2	167 7 6	44	22 18 8
297	Appledore - N. 11	136 6 8	89	29 3 10
297	Appledore - W. 11	- - -	78	36 16 6
283	Ashburton, Infants - N.	*38 0 0		
291	Ashbury and Northlew - P. 7	- - -	71	12 12 10
281	Ashcombe - N.			
295	Ashford - Ch.	75 4 0		
296	Ashreigney - N.	361 16 0		
281	Ashton - N.	*37 0 0		
285	Aveton-Gifford - N. 2	463 4 0		
280	Awliscombe - N.	*36 0 0		
279	Axminster - N. 3	158 0 0	222 24	130 17 2 6 5 0
279	Axmouth - N. 3	19 1 4	54	28 3 4
283	Babbicombe N. 6	- - -	97	22 11 6
295	Barnstaple - N. 5	*100 0 0	80	38 14 2
295	Barnstaple, Blue Coat - N. 5	- - -	60	30 18 8
293	Barnstaple - R. 7	- - -	59	30 15 2
295	Barnstaple, St. Mary Magdalene N. 5	- - -	131 24	64 3 7 3 0 0
295	Barnstaple, Holy Trinity - N. 5	345 0 0	48	26 11 4
295	Barnstaple - W. 11	499 0 0	227	100 14 6
291	Beaworthy - N.	*25 0 0		
295	Berryn Arbor - N.	126 0 0		
295	Bickington - Ch. 5	- - -	57	27 7 4
286	Bickleigh (Roborough) N. 4	- - -	37	10 15 7
293	Bickleigh (Tiverton) N.	59 13 4		
297	Bideford - B. 11	*240 0 0 86 1 7	265	120 19 7
297	Bideford, Longbridge N. 11	125 0 0	147	52 1 11
[illegible]	Bishop's Teignton - Ch. 6	- - -	80	49 8 8
[illegible]	Blackawton N. *a*	*37 0 0		
[illegible]	Bovey, North N. 7	- - -	28	10 9 4
[illegible]	Bovey Tracey N. 7	*87 0 0	114	71 15 7

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	DEVON—*cont.*	£ s. d.		£ s. d.
283	Bovey Tracey B. 1	- - -	101	30 2 2
293	Bradninch - N. 2	*99 0 0	205	84 7 7
	" - "	52 18 0	16	7 0 0
281	Bramford Speke, Village - N. 2	- - -	28	20 19 7
281	Brampford Wood, Reformatory.			
291	Bratton Clovelly - N. *a*	*65 0 0		
295	Bratton Fleming - N. 5	75 6 0	60	29 19 2
291	Bridestowe and Sourton - Ch. 7	159 0 0	43	22 6 8
284	Bridgetown (Totnes) 1	- - -	67	31 12 0
284	Brixham - B. 1	- - -	63	26 19 8
284	Brixham, Endowed - Ch. 2	50 0 0	99	*b*
284	Brixham, Girls - 2	- - -	67	22 2 8
284	Brixham, Infants - N. 2	- - -	112	45 0 8
281	Broadclyst - N. 3	- - -	120 16	53 17 8 5 0 0
284	Buckfastleigh - - N.	189 0 0		
284	Buckfastleigh - - B. 1	*170 0 0	67 13	33 2 2 4 17 6
286	Buckland (Egg) - N. 11	133 0 0	67	34 9 4
290	Buckland Monachorum - - Ch. 12	150 0 0	34	10 18 7
294	Buckland, West - - N.	110 0 0		
286	Budeaux, St. N.	*40 0 0		
314	Burlescombe Ch. 2	304 0 0	69	34 0 3
294	Burrington - N. 4	332 0 0	73	43 3 10
293	Butterleigh - N.	26 0 0		
293	Cadeleigh - N.	40 0 0		
291	Chagford - P. 7	128 12 6	79	57 15 7
291	Chagford, Infant - N. 7	- - -	53	35 16 5
294	Charles - Ch. 4	80 0 0	26	9 10 8
292	Cheriton, Bishop - N.	*25 0 0		
293	Chevithorne Ch. 2	250 0 0	61	29 2 1
294	Chittlehampton - N. 4	- - -	81 8	42 6 5 3 10 0
281	Christow - Ch. 7	- - -	53	13 15 11
283	Chudleigh - N. 7	799 16 0	156	52 10 4
294	Chumleigh - *c*	*50 0 0		
292	Colebrooke - N. *a*	*140 0 0		
292	Coleridge - N. 4			
293	Collumpton N. 2	21 0 0	139 28	57 8 4 8 8 4
279	Colyton - N. 3	*92 0 0	120 22	64 19 0 7 3 4
281	Colyton Rawleigh - N. 3	60 0 0	66	33 10 1
295	Combmartin N. 5	104 15 6	129 25	48 17 3 10 2 6
286	Compton Gifford - Ch. 3	- - -	46	19 18 10
286	Cornwood - N. 3	315 0 0	66	29 1 4

[illegible] emoved from inspection.
[illegible] ool given up.

• *b* Grants deducted under Articles 52 *a.*, 52 *b.*, and 52 *d.*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	DEVON—*cont.*	£ s. d.		£ s. d.
1	Countess Wear - - N. 12	100 0 0	58	35 16 10
314	Culmstock - N. 2	*70 0 0	73	23 6 7
290	Dartmoor Prison - N. 4	- - -	134	62 12 8
284	Dartmouth, St. Petrox - N. 2	- - -	79	42 0 0
283	Dawlish - N. 11	- - -	208	101 7 4
			23	8 14 2
282	Devon and Exeter, Central N. 10	1,395 0 0	256	134 18 8
282	Devon and Exeter, Infant - - Ch. 10	- - -	80	33 17 0
289	Devonport, Royal Naval and Military Free 10	978 0 0	553	264 10 6
289	Devonport, St. James' - N. 11	863 16 0	308	132 6 0
			9	2 15 10
289	Devonport, St. Joseph's - R. 7	- - -	123	71 16 0
289	Devonport, St. Mary's - N. 11	- - -	214	68 17 2
289	Devonport, St. Paul's - Ch. 11	- - -	94	23 16 11
289	Devonport, St. Stephen's - N. 11	- - -	244	116 1 4
284	Dittisham - N. 2	92 10 0	64	30 5 4
285	Dodbrooke - N. 2	134 0 0		
			81	47 9 0
296	Dolton - - N. 4	- - -	31	10 17 6
295	Down, West N.	50 0 0		
291	Drewsteignton N. 7	- - -	32	19 6 11
281	Dunsford - N. 7	- - -	49	16 3 3
286	Ermington - N. 11	144 10 0	32	12 11 0
291	Exbourne - N.	*60 0 0		
282	Exeter, St. David's, Boys N. 10	- - -	182	99 5 6
282	Exeter, Grosvenor Independent - *a*	*150 0 0		
282	Exeter, Episcopal, Charity - N. 10	- - -		
282	Exeter, Mint Lane - - W. 5	335 0 0	210	91 3 8
282	Exeter, St. David's, Girls P. 10	- - -	142	57 6 0
282	Exeter, St. James' - N. 10	221 16 0	142	74 19 4
282	Exeter, St. Sidwell's - N. 10	500 0 0	235	101 14 4
281	Exeter, St. Thomas' - P. 10	325 0 0	104	43 17 4
281	Exeter, St. Thomas' - U.			
282	Exeter, City Workhouse U.			
281	Exminster - N.	354 0 0		
281	Exmouth - N. 12	- - -	99	5 6 8
				520 0 0
281	Exwick - N. 11	255 0 0	58	17 16 9
294	Filleigh, Castle Hill - N. 4	217 17 6	65	30 11 11
283	Furrough Cross Free Church 1	- - -	85	31 5 8
296	Giles, St., in the Wood - N. 4	- - -	88	46 0 0
290	Gulworthy (Duke of Bedford's) - 4	- - -	111	58 1 4
			22	4 18 4
293	Halberton - N. 2	305 18 0	83	37 0 2
291	Hampton, High N.	*35 0 0		
284	Harberton - N. 2	- - -	62	31 5 8
284	Harberton Ford - - N.	137 0 0		
297	Hartland - N. 5	- - -	61	7 12 3
291	Hatherleigh N. 7	*112 0 0	134	54 8 9
			17	5 17 6
281	Heavitree - P. 11	- - -	83	41 10 6
283	Hennock - Ch. 7	- - -	56	14 14 1
283	Highweek, New - - P. 6	- - -	118	38 2 2
			5	0 12 6
286	Holberton - N. 11	- - -	42	17 19 6
			8	2 17 6
298	Hollacombe B. *c*	*45 0 0		
284	Holne - - N. 2	5 18 3	28	18 19 2
298	Holsworthy N. 5	115 0 0	73	32 9 6
298	Holsworthy W. 5	150 15 0	58	24 17 0
280	Honiton - N. 3	273 7 6	157	82 11 10
			25	8 15 10
280	Honiton - B. *a*	*150 0 0		
286	Hooe - - N. 11	- - -	66	30 17 4
290	Horrabridge - 10	87 4 0	88	49 11 0
284	Huish, North N. 2	75 13 4	39	16 7 0
281	Ide - - N. 11	275 0 0	84	35 19 1
291	Iddesleigh and Dowland - N. 7	219 10 0	32	9 16 11
295	Ilfracombe - N. 5	228 0 0	122	47 13 0
295	Ilfracombe - B. 5	- - -	36	13 14 4
295	Ilfracombe, St. Philip's and St. James' - N. 5	- - -	124	60 5 11
295	Instow - - N.	117 0 0		
283	Ipplepen - W. 1	- - -	46	20 16 9
			11	1 12 11
286	Ivybridge - Ch. 3	- - -	120	52 18 10
290	Kelly - - Ch. 4	- - -	33	9 9 5
281	Kenn - - Ch. 11	- - -	88	41 2 6
293	Kentisbeare N.			
281	Kenton - N. 7	- - -	77	25 16 9
285	Kingsbridge and Dodbrooke - B. 10	284 0 0	183	76 9 11
283	Kingskerswell, St. Mary's - N. 6	280 0 0	99	67 4 0
283	King's Teignton - - Ch. 6	256 12 6	124	87 2 5
290	Lamerton - N. 4	160 17 6	108	59 0 7
			8	2 14 2
292	Lapford - Ch. 4	- - -	33	16 11 6
283	Lensden - N. 7	- - -	26	5 1 9
290	Lew Trenchard - N.	66 10 0		
295	Loxhore - N. 5	40 0 0	64	37 1 6
281	Lympston - N. 12	- - -	45	30 8 5
			14	5 10 0
295	Lynton - N. 5	100 0 0	39	6 3 2
283	Manaton - Ch. 7	101 0 0	29	20 5 9
284	Marldon - N. 2	144 0 0	47	25 11 6
295	Marwood, Endowed.			

a Removed from inspection. *b* Retiring pension. *c* School not existing.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	DEVON—*cont.*	£ s. d.		£ s. d.
283	Marychurch, St. - - N. 6	87 6 0	172	105 10 1
			32	6 15 0
290	Mary, Tavy, St. - - N. 4	*a* 100 0 0	94	33 12 8
290	Meavy - - N. 10	*25 0 0	21	8 2 0
	"	30 0 0		
279	Membury - N."	61 0 0		
296	Merton - N. 4	- - -	55	32 11 6
290	Milton Abbot, (Duke of Bedford's), Boys - - N. 4	- - -	49	12 0 0
290	Milton Abbot, Girls' Free N. 4	60 0 0	42	18 18 10
285	Modbury - N.	*100 0 0		
	" - "	77 0 0		
294	Molton, North N. 4	- - -	62	28 15 3
			16	5 11 8
294	Molton, South N. 4	- - -	89	31 9 4
294	Molton, South B. 11	400 0 0	134	56 10 2
294	Molton, South W. 11	- -	43	24 14 1
292	Morchard, Bishop's - Ch. 11	- - -	99	60 0 4
295	Newport - N. 5	- - -	57	11 17 7
297	Northam - N.	*90 0 0		
286	Nos-Mayo - N.	111 0 0		
294	Nympton Bishop's - N. *b*	50 0 0		
280	Offwell - N.			
291	Okehampton N. 7	*82 0 0	55	33 1 1
	" - "	44 0 0		
280	Ottery, St. Mary's - N. 3	- - -	156	94 0 0
284	Paignton - N. 2	189 10 0	187	80 15 10
297	Parkham - N. 11	35 0 0	64	14 17 8
			4	0 10 0
290	Peter Tavy - N. 4	128 0 0	42	12 18 11
301	Petherwyn, North - N.	80 0 0		
296	Petrockstowe Ch. 4	- - -	60	24 15 7
295	Pilton - - N. 5	*100 0 0	83	16 12 10
			54	17 11 8
287	Plymouth, Charles Parish - N. 3	1,517 4 1	571	255 1 0
			10	3 0 0
287	Plymouth, Ch. Ch. - N. 3	185 6 8	150	41 0 8
287	Plymouth, Grey - Ch. 3	- - -	93	6 13 3
287	Plymouth, Public Free 10	699 1 6	1133	457 11 8
			45	5 12 6
287	Plymouth, St. Andrew's Chapel - N. 3	- - -	88	31 16 0
287	Plymouth, St. Andrew's, Millbay Branch N. 2	- - -	47	8 7 2
287	Plymouth, St. Andrew's, Princess Street N. 3	515 5 0	318	146 10 2
			20	3 15 0
287	Plymouth, St. Boniface (Boys) - R. 7	- - -	107	54 1 4
			40	16 3 4
287	Plymouth, St. Boniface, Girls and Infants R. 7	- - -	274	116 4 9
			34	4 0 3
	DEVON—*cont.*	£ s. d.		£ s. d.
287	Plymouth, St. James' - Ch. 3	- - -	102	41 7 1
287	Plymouth, St. Peter's - N. 3	- - -	184	64 19 8
			15	3 8 0
287	Plymouth, Holy Trinity - N. 3	502 11 6	309	129 7 2
286	Plympton, St. Mary's - N. 11	267 10 0	136	49 11 8
			17	4 12 6
286	Plymstock - N. 11	55 12 0	125	49 10 3
285	Pool, South - N.	140 9 4		
290	Raddon Chapel N. 4	- - -	49	19 6 3
284	Rattery - Ch. 2	- - -	28	14 5 0
294	Rose Ash - N.	65 0 0		
285	Salcombe, near Kingsbridge N. 2	150 0 0		
293	Sampford Peverell - N.	100 0 0		
292	Sandford - N. 10	- - -	108	36 16 8
279	Seaton - - N. 3	- - -	69	37 9 6
296	Shebbeare - N.	*30 0 0		
280	Sidmouth, All Saints' - N. 3	161 0 0	82	36 9 0
280	Sidmouth - P. 3			
293	Silverton - N. 2	111 0 0		
281	Starcross - N. 11	- - -	45	16 17 11
289	Stoke Damerel, Public - - 10	*90 0 0	257	115 4 6
	"	130 0 0		
284	Stoke Gabriel N. 2	71 10 0	55	21 2 8
285	Stokenham - N. 2	272 0 0		
288	Stonehouse N. 3	24 11 8	284	120 13 6
288	Stonehouse - W. *b*			
287	Sutton-on-Plym - N. 4	202 5 0	102	45 7 2
295	Swimbridge P. 5	228 15 0	55	28 13 4
290	Tavistock - N. 4	415 0 0	302	118 15 9
			58	24 11 8
290	Tavistock - B. 10	- - -	325	134 5 0
295	Tawton Bishop's - N. 5	66 10 0	75	23 12 7
			4	0 10 0
291	Tawton, North, Infants - Ch.	195 0 0		
283	Teignmouth B. 1			
288	Teignmouth, East and West - - P. 11	- - -	310	117 9 7
283	Teignmouth W. *b*			
293	Thorverton, Boys N. 2	140 0 0	49	21 11 11
280	Tipton, St. John's - N.	50 0 0		
293	Tiverton - N. 2	138 0 0	191	89 1 10
293	Tiverton (Bampton Street), Infants - B. 5	- - -	96	50 4 6
293	Tiverton Elmore - - B. 5	- - -	98	46 0 6
293	Tiverton, Heathcoats 5	- - -	329	187 1 10
281	Topsham, Somasters - N. 12	476 0 0	125	47 16 8
281	Topsham - W. 5	- - -	137	67 1 6
283	Tor - - N. 6	305 6 5	337	218 7 7
283	Torquay - N. 2	146 5 0	296	189 19 4
283	Torquay (Abbey Road) Public - 1	- - -	271	116 10 0

a This grant was made when this was a British School.

b School closed.

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	DEVON—*cont.*	£ s. d.		£ s. d.
283	Torquay (Boston Fields) - N. 6	124 0 0	74	39 10 5
283	Torquay, Holy Trinity - N. 6	- - -	217	122 15 10
283	Torquay, Union of Schools - Ch. 6			
	Abbot's Kerswell - -	- - -	40	28 1 4
	Cockington - -	- - -	16	11 8 3
	Barton - -	- - -	47	32 12 5
	Shiphay, Collaton - -	- - -	19	12 14 0
298	Torrington, Black - N.	*40 0 0		
296	Torrington, Great - B. *a*	*150 0 0		
286	Turnchapel, Infants - N. *a*			
293	Uffculme - N.			
293	Uplowman - N. 2	- - -	47	18 11 8
280	Up-Ottery - N.	125 0 0		
283	Upton, Ellacombe, Infant - - N. 6	142 10 0	192	41 5 5
281	Upton Pyne N. 2	- - -	72	52 17 4
294	Warkleigh - N.	47 10 0		
296	Wear Gifford N. 4	198 0 0	53	22 15 0
281	Whimple - N. 3	96 0 0	69	44 12 0
			17	5 10 10
293	Willand - N.	70 0 0		
296	Winkleigh - N. 4	64 0 0	58	29 10 6
294	Witheridge - N. 4	115 0 0	44	16 0 0
293	Withleigh - N.			
281	Withycombe Rawleigh - N. 12	89 5 10	37	10 5 0
281	Woodbury (Broadmead's), Endowed - 5	- - -	60	23 9 3
281	Woodbury, Salterton - Ch. 11	- - -	47	18 19 11
			10	2 11 8
283	Woolborough N. 6	169 17 4	166	114 8 0
296	Yarnscombe N. 4	51 0 0	36	21 2 8
	DORSETSHIRE.			
271	Alderholt - Ch. 3	- - -	35	8 15 0
			17	5 19 2
278	Allington - N. *b*	*80 0 0		
275	Alton Pancras - - N. 1	100 0 0	41	29 7 10
			14	4 1 8
275	Athelhampton - - B. 4	- - -	47	21 8 10
			21	6 17 6
277	Beaminster, Girls - - N. 8	- - -	75	27 17 3
277	Bettiscombe, Ch. 4	- - -	19	16 1 0
277	Black Down N.	82 0 0		
270	Blandford, Boys - - N. 3	157 8 4	136	67 19 3
			51	19 10 10
270	Blandford, Girls and Infants - N. 3	63 0 0	217	106 13 10
270	Blandford, Whitcliff Mill St. - B.	150 0 0		

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	DORSET—*cont.*	£ s. d.		£ s. d.
275	Bradford Peverell - - Ch. 6	- - -	35	15 10 10
278	Bradpole, Mixed - N. 4	- - -	73	22 15 11
			33	9 4 2
275	Bredy (Long), and Kingston Russell - N. 6	298 0 0	40	21 2 0
			13	3 19 2
278	Bridport, Boys, Girls, and Infants, General - - B. 4	895 15 4	493	251 0 6
275	Broadmayne N.	48 0 0		
277	Broadwindsor - - N.	150 0 0		
275	Buckland, Newton - Ch. 1	268 0 0	63	38 16 0
			44	14 13 4
273	Burton, East N. 7	38 0 0	23	10 13 8
268	Cann - - N. 11	70 0 0	59	38 8 0
275	Cattistock - N. 8	*45 0 0	46	25 16 0
275	Cerne Abbas N.			
279	Chardstock, Industrial - N. 4	*100 0 0	63	10 15 5
	" " "	750 0 0	8	1 14 2
279	Charmouth - N. 2	- - -	64	38 4 1
276	Chetnole - N. 1	- - -	35	19 1 0
278	Chideock - N. 4	117 0 0	30	10 14 0
269	Child-Okeford - - N.	80 0 0		
268	Compton Abbas - N. 11	- - -	60	31 0 4
276	Compton, Nether and Over - - N. 12	121 13 4	48	19 13 8
			19	5 17 6
273	Corfe Castle N. 7	- - -	126	64 12 0
			24	9 1 8
273	Corfe Castle B. 4	*295 0 0	69	31 12 6
271	Corfe Mullen, Lockyer's - N. 7	195 0 0	86	29 4 9
277	Corscombe - N. 8	5 5 7	43	19 18 0
271	Cranbourne Ch. 3	- - -	88	48 1 8
			23	8 14 2
271	Critchill Moor - Ch. 3	- - -	64	35 9 9
275	Dorchester, Boys and Girls - N. 6	*80 0 0	281	148 4 0
275	Dorchester, Trinity, Infant - - N. 6	- - -	178	81 10 0
	Dorset, Reformatory.			
271	Edmonsham - Ch. 3	150 0 0	27	15 0 5
			9	2 13 4
268	Enmore Green N. 11	- - -	73	38 18 0
271	Farnham - N.	*35 0 0		
	" - "	20 0 0		
271	FarnhamGypsey - - N.	*c*100 0 0		
269	Fifehead, Magdalen - Ch. 11	- - -	27	12 7 2
			13	4 9 2
268	Fontmell Magna - Ch. 11	- - -	104	37 9 4
			20	6 10 0
275	Fordington, West - P. *d*			

a School closed. *b* School not in existence. *c* This grant has been repaid. *d* Removed from inspection.

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	DORSET—*cont.*	£ s. d.		£ s. d.
271	Gaunts (Wimborne) Juvenile and Infants - - 3	- - -	—	1 11 8
268	Gillingham - N. 11	- - -	125	35 15 7
275	Godmanstone N.	75 0 0		
273	Grange - N.			
277	Halstock - N.	*47 0 0		
	" - "	30 0 0		
271	Hampreston N. 7	- - -	49	20 18 4
271	Handley - N. 3	- - -	93	50 16 6
269	Haselbury Bryan - Ch. 12	- - -	59	25 5 10
279	Hawkchurch N.	10 0 0		
273	Herston, Infant Ch. 7	134 10 6	63	34 19 0
			17	7 2 6
270	Hilton - N. 3	368 0 0	87	43 2 4
271	Hinton Martell - Ch. 7	- - -	49	28 14 6
269	Hinton, St. Mary - N. 3	70 0 0	37	21 2 8
271	Holt - N. 7	200 0 0	68	61 18 6
			15	5 7 6
277	Hook - Ch.	100 0 0		
269	Ibberton - N. *a*	*25 0 0		
268	Iwerne Minster - N. 11	*60 0 0	62	37 5 0
273	Kimeridge - N. 7	- - -	65	28 5 6
273	Kingston - N. 7	*40 0 0	70	39 7 2
			9	1 2 6
320	Kington Magna - N. 2	264 0 0		
272	Kinson Heath Ch.	214 0 0		
274	Langton-Herring - - N. 6	- - -	38	12 19 6
			7	1 9 6
273	Langton-Maltravers - N.	76 13 4		
276	Leigh - - N. 1	91 10 0	46	25 10 10
			54	12 9 4
278	Loders - Ch. 4	- - -	24	9 5 0
272	Longfleet - N. 7	- - -	87	45 9 10
273	Lulworth West - Ch. 6	196 0 0	52	21 16 10
269	Lydlinch - N. *b*			
279	Lyme Regis N. 2	24 10 0	130	72 1 7
			16	3 15 10
279	Lyme Regis - B. 4	*150 0 0	55	23 10 6
	" - "	22 16 0		
272	‡Lytchet Matravers - N.			
272	Lytchet Minster - - N. 7	*43 0 0	54	14 19 11
	" - "	3 12 0		
275	Maiden Newton and Frome Vauchurch - N. 8	141 0 0	128	71 10 4
			26	8 15 0
277	Marshwood - N.	57 0 0		
268	Melbury Abbas - - N. 11	- - -	37	22 14 2
277	Melplaish - N.	105 0 0		
271	Middlehill - Ch. 7	- - -	41	19 6 2
270	Milton Abbas N. 3	- - -	109	47 10 5
275	Minterne - N. 1	- - -	35	22 4 2
278	Monkton Wyld - Ch. 4	- - -	38	9 6 2

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	DORSET—*cont.*	£ s. d.		£ s. d.
278	Morecombe Lake - N.	81 0 0		
277	Netherbury - N. 8	- - -	60	20 19 2
268	Orchard, East N. 11	131 10 0	33	12 5 8
274	Osmington - N. 6	*45 0 0	29	14 14 3
	" - "	19 1 0	22	8 8 4
272	Parkstone - Ch. 7	- - -	49	16 14 0
275	Piddlehinton N. 6	212 4 0	64	32 19 1
			17	5 9 2
275	Piddletrenthide - - N. 6	- - -	58	16 11 4
270	Pimperne - N. 3			
272	Poole - - N. 7	*150 0 0	367	174 18 4
	" - "	72 15 6		
272	Poole - - B. 4	- - -	50	23 13 9
272	Poole, St. Mary's R. 10	- - -	27	10 17 3
274	Portland, Grove *c*			
274	Portland, Prison Officers' 4	- - -	136	55 11 11
274	Portland, St. George's Parish - Ch. 4	516 0 0	156	62 13 9
274	Portland, St. John's - N. 4	556 0 0	258	117 5 8
274	Portland - W. 4	269 0 0	91	42 0 2
			83	40 4 0
277	Powerstock - N. 8	- - -	32	9 1 8
274	Preston - N. 6	- - -	80	34 10 9
275	Puddletown Ch. 6	- - -	147	78 2 6
			31	10 19 2
278	Puncknoll - N. 4	- - -	58	18 9 1
277	Rampisham N. 8	115 10 8	55	32 1 6
268	Shaftesbury N. 11	116 10 0	125	69 18 0
268	Shaftesbury - B. *b*	*100 0 0		
268	Shaftesbury, St. James - N. 11	- - -	98	47 19 0
276	Sherborne (Horsecastle's Lane) - N 12	1,307 5 6	262	133 6 2
276	‡Sherborne Literary Institution, Evening.			
276	Sherborne - B. 4	- - -	144	74 16 8
276	Sherborne Newlands - N. *d*			
269	Shillingstone Ch. 3	- - -	46	22 12 6
267	Silton - N. 11	- - -	23	13 7 0
273	Sitterton - Ch. 7	- - -	41	25 11 5
269	Stalbridge - N. 11	- - -	142	68 8 0
270	Stickland - P. 3	- - -	77	38 0 3
275	Stinsford and Bockhampton - - N. 6	85 0 0	47	21 14 0
277	Stoke Abbot N. 8	- - -	52	23 15 10
270	Stourpaine - N. 3	50 0 0		
269	Stourton-Caundle - N. 1	- - -	34	14 10 9
268	Stower, East- N. 11	- - -	40	20 19 3
268	Stower Provost and Todbere - N. 11	141 6 8	63	37 18 2
			20	6 1 8
271	Sturminster Marshall - N. 7	- - -	69	8 17 6
269	Sturminster, Newton - N. 3	500 0 0	176	86 11 3
			52	18 2 11

School closed.
Now amalgamated with Horsecastle's Lane school.

b Removed from inspection.

c United to Portland Prison Officers' school.

	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	DORSET—*cont.*	£ s. d.		£ s. d.
68	Sutton-Waldron - - N. 11	- - -	35	16 9 4
273	Swanage - N. 7	16 4 6	146	80 5 10
			19	6 7 6
278	Swyre - Ch. 4	- - -	63	22 3 7
270	Tarrant Hinton - - N. 3	- - -	62	37 2 2
271	Tollard Royal Ch.			
275	Tolpuddle - 6	- - -	48	27 6 10
271	Verwood - N. 3	107 13 6	74	33 10 2
			11	2 11 4
278	Walditch - Ch. 4	196 0 0	24	9 4 0
273	Wareham - N. 7	- - -	167	91 12 10
			43	15 10 10
273	Wareham - B. 4	450 0 0	145	67 17 10
273	Wareham and Purbeck - U.			
274	Weymouth and Melcombe Regis, St. Mary's - Ch. 6	270 0 0	299	161 15 4
			60	21 0 0
274	Weymouth - B. 4	- - -	85	32 15 4
274	Weymouth, St. John's District - Ch. 6	250 0 0	209	113 17 10
274	Weymouth, Holy Trinity N. 6	515 0 0	281	145 7 4
			29	10 0 10
278	Whitchurch Canonicorum N.	131 12 6		
271	Wimborne Minster - N. 7	200 0 0	215	117 2 10
			16	5 3 4
276	Winterbourne Kingston - Ch. 3	- - -	56	19 12 0
270	Winterbourne Whitchurch N.	*30 0 0		
273	Wool - N. 7	- - -	60	32 8 10
274	Wyke Regis - N. 4	- - -	121	54 5 0
			10	2 3 4
	DURHAM.			
542	Auckland, Bishop (Bishop Barrington's) 5	- - -	112	*a*
542	Auckland, Bishop (Edward Walton's) - 10	- - -	192	99 18 2
542	Auckland, Bishop, Girls' Industrial - N. 5	260 0 0	165	59 18 8
542	Auckland, Bishop, St. Helen's - B. 10	- - -	106	43 13 6
542	Auckland, Bishop - - W. 10	583 0 0	165	66 17 8
542	Auckland, West N.	110 0 0		
551	Barlow (Winlaton) - Ch.			
543	Barnard Castle N. 6	275 0 0	252	127 18 2
			95	28 14 2
543	Barnard Castle, St. Mary's - R. 1	- - -	81	42 4 8
543	Barnard Castle, Victoria, Infants - B. 4	*100 0 0	103	46 2 10
543	Barnard Castle W. 4	- - -	141	73 8 4

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	DURHAM—*cont.*	£ s. d.		£ s. d.
545	Belmont - Ch. 2	49 0 0	74	15 15 6
541A	Billingham - Ch. 2	103 0 0		
548	Birtley - Ch. 5	604 0 0	145	61 17 10
548	‡Birtley - R.			
541A	Bishop, Middleham - Ch. 4	- - -	53	27 16 2
541A	Bishopton - N. 2	- - -	50	25 5 4
549	Bishop Wearmouth, Boys Ch. 7	777 6 8	396	193 9 2
549	Bishop Wearmouth, Infants - N. 7	392 10 0	25	3 2 6
549	Bishop Wearmouth, Ragged - - N.	150 0 0		
549	Bishop Wearmouth, Rectory Park - N.			
542	Blackboy Colliery - - 3	- - -	186	92 0 8
			15	4 4 2
545	Blackhill - Ch. 6	- - -	91	15 8 11
545	Blackhill, St. Mary - - R. 11	- - -	262	149 18 6
550	Boldon, Boys 3	138 10 0	79	35 0 8
544	Boltsburn, Boys - - Ch.			
544	Boltsburn, Girls - - Ch. 6	- - -	48	16 14 6
542	Bowden Close (Crook) - B. 10	- - -	98	29 0 4
545	Brandon - N. 6	480 0 0	63	26 12 2
545	‡Brooms, St. Cuthbert's - R. *c*			
542	Byers Green - N. 2	379 0 0	87	35 16 0
542	Byers Green, Infants - Ch. 2	160 0 0	57	19 11 0
546	Castle Eden, Boys - - N. 6	- - -	35	17 18 6
546	Castle Eden Colliery - N. 3	215 0 0	123	30 19 7
			10	1 5 0
546	Castle Eden, Girls - - N. 6	- - -	40	17 12 0
545	Castleside - Ch. 5	- - -	55	16 3 0
548	Chester - le - Street - N. 3	353 10 0	230	107 17 6
			11	1 7 6
545	Collierley - N. 3	97 0 0	78	43 19 8
540	Consciliffe - N. 11	79 8 3	44	13 5 4
545	Consett - B. 10	- - -	224	93 4 5
541A	Coopen Bewley N.	149 0 0		
541A	Cornforth - Ch. 11	- - -	109	45 12 11
542	Coundon - N. 5	133 0 0	164	51 9 8
542	Crook - B. 11	519 1 3	443	135 14 2
542	Crook (Pease's West) - B. 10	- - -	269	120 19 6
540	Darlington, Albert - B. 9	441 17 6	318	148 18 7
540	Darlington, Bank Top Railway - B. 9	540 0 0	132	59 9 6
540	Darlington, Bridge Street B. 9	140 0 0	71	29 12 8
540	Darlington, Bridge Street W. 9	1,388 0 0	249	96 14 9
540	Darlington, Feetham's - B. *d*			

a Grant refused under Article 52 *d*.
c School sold.
b This grant was made when this was an infants' school.
d Now forms part of Darlington Bridge Street B.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance	Amount paid.
	DURHAM—*cont.*	£ s. d.		£ s. d.
540	Darlington, Kendrew Street, Girls B. 9	- - -	141	65 5 2
540	Darlington, St. Augustine's - R. 1	- - -	198	87 19 0
540	Darlington, St. Cuthbert's - N. 10	86 0 0	210	106 7 8
			17	7 0 10
540	Darlington, St. John's - N. 10	903 15 0	242	116 13 0
540	Darlington, St. Paul's, Infant - N. 10	- - -	93	42 18 10
540	Darlington, Skinnergate Street - B. 9	- - -	139	58 7 0
540	Darlington, Holy Trinity N. 10	426 6 0	226	119 12 6
549	Deptford, St. Andrew's - N. 7	1,049 0 8	264	132 8 4
545	Durham, Blue Coat - - N. 11	- - -	272	121 13 11
			68	21 10 0
545	Durham, Male Practising - 11	835 15 0	68	37 4 6
545	Durham, Diocesan Female, Practising - 11	345 0 0	63	22 0 0
545	Durham, St. Cuthbert's R. 11	- - -	160	47 17 4
545	Durham, St. Giles, Infant, Practising - Ch. 11	193 2 6	91	29 6 4
545	Durham, St. Godric's - R. 11	- - -	164	53 16 10
545	Durham, St. Margaret's - P. 11	644 0 0	160	65 13 6
545	Durham, St. Oswald's - N. 11	430 15 0	188	78 17 10
545	Durham - W. 1	- - -	123	58 19 4
541A	Eaglescliffe - N. 2	*40 0 0	118	56 7 0
	" - "	61 10 0	31	10 5 10
546	Easington Charity - P. 4	- - -	35	13 17 0
547	Easington Lane, Colliery - 3	- - -	139	42 15 11
			9	0 3 9
544	Eastgate, Barrington - 3	- - -	28	14 1 2
544	Eastgate, Girls 3	- - -	19	11 10 4
543	Egglestone - N. 5	- - -	107	53 3 4
548	Eighton Banks, Barrington Ch.			
542	Escomb - Ch. 6	288 18 0	114	54 4 2
542	Escomb and Witton Park Iron Works N. 6	288 10 0	257	113 1 0
542	Etherley, Infants - - Ch. 6	- - -	64	27 17 6
542	Etherley - N. 6	*40 0 0	114	59 9 4
	" - "	197 0 0		
542	Evenwood - N. 5	153 0 0	78	36 11 4
551	Felling, Chemical Works - 2	- - -	119	72 12 9
551	Felling, St. John Baptist - - R. 11	- - -	117	38 17 6
			8	1 0 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last A Grant Year 31 Dec Average Attendance.	Amount paid.
	DURHAM—*cont.*	£ s. d.		£ s. d.
541A	Ferry Hill - N. 5	98 0 0	47	21 6 8
542	Firtree - Ch. 6	- - -	40	18 3 0
541A	Fishburn (Sedgefield) - - Ch. 3	- - -	30	10 19 4
543	Forest of Teesdale - N. 5	*45 0 0	39	20 5 2
543	Forest of Teesdale, Girls - N. 5	- - -	25	12 9 0
545	Framwellgate Moor - N. *a*	50 0 0		
544	Frosterley - W. 11	- - -	58	30 18 2
543	Gainford - N. 12	173 17 6	57	13 18 4
551	Gateshead - N. 10	473 12 6	657	296 2 4
551	Gateshead, Friar's Goose - B. 6	- - -	98	42 4 6
551	Gateshead, Infants and Sunday - N.	*140 0 0		
551	Gateshead, Low Fell - N. 2	166 10 0		
551	‡Gateshead, Our Lady and St. Wilfred's - R.			
551	Gateshead, St. Joseph's - R. 11	- - -	301	114 8 2
			94	30 13 1
551	Gateshead - W. 6	375 0 0	353	142 14 4
541B	Greatham, Boys N. 2	- - -	30	17 13 4
541B	Greatham, Girls and Infants N. 2	*30 0 0	46	22 8 2
	" "	30 0 0		
551	Greenside - Ch. 3	- - -	92	44 11 4
541A	Grindon - Ch			
541B	Hartlepool, St. Bega's - R. 1	- - -	124	59 6 7
			48	9 9 1
541B	Hartlepool, St. Hilda's R. 1	- - -	137	54 18 8
541B	‡Hartlepool, Holy Trinity, District Ragged.			
541B	Hartlepool, West - - N. 9	1,500 0 0	511	187 4 7
541B	Hartlepool, West, St. Joseph's - R. 1	- - -	120	55 19 10
550	Harton - N. 6	209 11 3	83	14 11 4
			14	4 1 8
543	Harwood-in-Teesdale - N. 5	- - -	28	16 0 0
540	Haughton-le-Skerne - N. 2	94 0 0	98	59 2 6
541A	Haverton Hill, St. John's Ch.	68 12 6		
546	Hawthorn, St. Michael's - Ch. 4	- - -	35	15 5 10
550	Hebburn, Iron Ship Building 2			
540	Heighington, Endowed - Ch. 6	42 0 0	58	13 10 0
549	Hendon, New Town, St. Paul's - N. 7	- - -	70	28 4 5
549	Hendon, St. Paul's - N. 7	671 0 0	381	165 8 10

a School extinct or absorbed into St. Margaret's.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
DURHAM—*cont.*	£ s. d.		£ s. d.
547 Herrington, St. Cuthbert's 7	- - -	182	77 4 10
547 Hetton-le-Hole - - N. 3	*110 0 0	12	2 15 0
		236	96 8 0
		32	11 11 8
551 Heworth, near Gateshead - N. *a*	*58 0 0		
551 Heworth, St. Alban's (Windy Nook) - N.	*85 0 0		
" "	60 0 0		
545 Holmside - N.	72 0 0		
547 Houghton-le-Spring, St. Michael's - N. 7	- - -	126	49 12 0
547 Houghton-le-Spring - R. 12	- - -	102	69 5 0
547 Houghton-le-Spring - W. 2	115 8 4	95	54 3 2
544 Hunstanworth P. 6	- - -	61	28 5 6
		7	2 5 10
542 Hunwick - N. 2	179 12 9	135	45 0 2
540 Hurworth - N. 2	70 0 0	92	41 11 2
540 Hurworth - W. 7	- - -	51	23 3 8
549 Hylton, North N.	37 10 0		
549 Hylton, South N.	*110 0 0		
550 Jarrow Bede N.			
550 Jarrow Ellison Ch. 10	406 15 0	239	97 8 0
550 Lake, Chemical Works - 2	- - -	80	32 16 8
548 Lamesley - N. 7	- - -	125	60 12 6
545 Lanchester - Ch.	86 14 0		
543 Langleydale N. 4	162 0 0	23	2 17 2
545 Leadgate - N. 5	168 10 0	82	11 15 5
545 Lintz Colliery Company - 3	- - -	76	26 16 10
545 Ludworth - N. 3	120 0 0	71	35 5 8
548 Lumley - N. 3	61 3 4	124	63 11 4
542 Lynesack, St. John's - N.	152 10 0		
542 Lynesack and Softley - B.	*50 0 0		
541B Middleton in West Hartlepool - - N. 11	58 0 0	53	23 16 0
541B Middleton, in West Hartlepool, St. John's, Infant - N. 11	- - -	65	29 11 3
549 Monk Wearmouth - N. 7	250 3 4	98	37 15 0
541A Mount Pleasant (Ferry Hill) United Pres. - 1	- - -	139	63 19 0
545 Muggleswick Ch. 4	114 9 10	22	2 14 5
547 Newbottle, St. Matthew's N. 7	- - -	108	50 17 0
542 Newfield - N.	138 6 8		
544 Newhouse - B. 7	- - -	98	42 16 10
541A Norton - N. 2	- - -	115	58 19 10
		53	19 2 6
545 Oxhill (Collierley) Colliery - Ch. 3	- - -	38	14 0 0
548 Pelton - - N. 4	166 0 0	53	10 4 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	DURHAM—*cont.*	£ s. d.		£ s. d.
548	Pelton, West Colliery - Ch. 3	- - -	101	41 6 6
547	Pensher Colliery - 1	- - -	133	19 1 5
			34	4 5 0
540	Pierce Bridge Ch. 12	- - -	37	18 14 2
541A	Port Clarence 11	- - -	127	27 16 11
547	Rainton, West Ch. 2	252 0 0	112	38 19 8
542	Ramshaw - N. 6	- - -	45	17 14 9
542	Roddymoor (Crook) Infants - - B. 11			
549	Ryhope, Village - - Ch.			
548	Sacriston - N.	60 0 0		
548	Sacriston, St. Bede R. 11	- - -	65	23 16 8
540	Sadberge - Ch.	93 0 0		
546	Seaham Harbour - - N. 3	*40 0 0	135	53 6 8
	" "	353 0 0		
546	Seaham, New, Earl Vane's Ch. 11	- - -	240	189 2 5
541B	Seaton Carew N. 4	128 5 0	76	39 9 0
546	Seaton Colliery *b*			
541A	Sedgefield (Ferry Hill) Ch. 11	- - -	115	40 8 4
545	Shadforth - N.	56 10 0		
545	Sherburn - N. 3	100 10 5	132	61 1 0
545	Sherburn Hill N. 3	120 15 0	71	33 19 10
550	Shields, South Jarrow Chemical Works B. 2	- - -	726	345 13 10
550	Shields, South, Old Charity N. 11	- - -	340	135 2 11
550	Shields, South, St. Bede's - R. 11	- - -	375	154 19 4
550	Shields, South, St. John's Sess.	400 0 0		
550	Shields, South, St. Stephen's N. 11	568 5 0	302	134 3 10
550	Shields, South, Holy Trinity N. 11	*200 0 0	201	100 3 8
	" "	36 10 0	12	3 0 0
550	Shields, South, Union - B. 2	*225 0 0		
	"	280 0 0	557	263 10 10
542	Shildon - N. 5	*55 0 0		
	" "	115 0 0	70	28 10 5
542	Shildon, Old B. 10	- - -	192	85 1 2
542	Shildon, New B. 10	256 12 3	148	59 13 8
545	Shincliffe - N. 11	297 7 6	134	40 14 10
542	South Church N. 5	273 13 0	106	52 18 6
542	South Church B. 11	- - -	151	80 14 10
549	Southwick - N. 11	*150 0 0	184	66 2 10
	" "	179 6 18		
542	Spennymoor N. 4	178 4 0	223	97 1 4
543	Staindrop - N. 2	79 11 6	82	45 12 0
543	Stainton (Barnard Castle) N. 3	- - -	42	18 19 2

a Removed from inspection. *b* School extinct. Merged into New Seaham, Earl Vane's Ch. Sch.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	DURHAM—*cont.*	£ s. d.		£ s. d.
541A	Stainton, Gt. N.	63 6 8		
544	Stanhope, St. John's Chapel - Ch.			
545	Stanley (Tanfield), Infants 3	- - -	103	41 0 10
551	Stella, St. Cuthbert's N. 5	564 3 0	196	83 17 2
			12	1 15 0
			164	84 19 10
551	Stella - - R. 12	279 0 0	54	21 5 0
541A	Stockton-on-Tees - - B. 11	100 0 0	184	83 13 0
541A	Stockton-on-Tees, Industrial - N. 10	- - -	175	88 6 4
541A	Stockton-on-Tees, St. Thomas', Central - N. 10	303 0 0	241	77 18 5
541A	Stockton-on-Tees, Holy Trinity, Boys - - N. 10	464 0 0	86	39 14 8
			67	22 19 2
541B	Stranton - N. 11	367 10 0	164	56 8 3
541B	Stranton, New - N. 11	- - -	131	56 15 6
549	Sunderland - B.	30 0 0		
549	Sunderland, Gray - - N. 7	*99 0 0	314	125 15 2
	" "	1,150 0 0		
549	Sunderland, Nicholson Street - W. 2	- - -	171	61 3 4
549	Sunderland, St. George's - R. 11	- - -	127	69 12 0
549	Sunderland, St. Mary's - R. 2			
549	Sunderland, Trimdon Street - W. 2	- - -	50	*a*
549	Sunderland, Whitburn Street - W. 2	- - -	168	75 8 2
			12	4 6 8
542	Sunnyside, Crook - B. 10	- - -	52	9 11 8
545	Tanfield - N. 2	155 7 0	91	43 13 4
545	Tanfield, Infant - N. 2	- - -	59	23 2 6
546	Thornley - N. 6	75 0 0	55	10 2 4
546	Thornley Colliery - - N.			
546	Thornley, St. Godric's - R.			
544	Tow Law - N. 6	407 4 0	174	71 19 6
544	Tow Law - W. 11	335 0 0	136	66 2 4
545	Tudhoe - Ch. 5	- - -	36	7 10 2
545	Tudhoe, Iron Works - W. 11	445 16 0	123	60 0 0
550	Tyne Docks B. 1	- - -	189	120 15 3
548	Usworth Colliery - 11	- - -	62	15 7 2
548	Washington P. 6	357 0 0	69	21 2 0
			8	1 11 8
548	Washington, Chemical Works - 6	- - -	124	45 10 6
548	Washington, St. Joseph's R. 12	- - -	152	92 17 4

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last An Grant (w Year en 31 Dec. Average Attendance.	Last An Grant (w Year en 31 Dec. A
	DURHAM—*cont.*	£ s. d.		£ s. d.
548	Washington W. 2	- - -	89	43 6 10
			12	1 11 8
542	Waterhouses (Crook) - B. 11	- - -	77	15 6 9
549	Wearmouth, Colliery - N. 7	712 10 0	518	278 19 0
550	Westoe - P. 5	- - -	103	37 5 2
551	Whickham - P. 11	- - -	79	22 15 9
550	Whitburn - N. 6	396 2 0	83	42 5 4
543	Whorlton - N. 2	- - -	29	16 11 0
545	Willington Colliery - 2	- - -	110	*b*
545	Willington - N. 5	150 5 0	136	51 0 10
543	Winston - Ch. 6	- - -	32	15 0 0
551	Winlaton - Ch. 5	- - -	119	45 15 9
			28	6 16 8
548	Witton Gilbert - - N. 5	35 0 0	61	27 4 10
544	Wolsingham N. 6	250 0 0	37	20 1 4
544	Wolsingham W. 11	- - -	117	59 18 2
541A	Wolviston - N.	*49 0 0		
551	Wreckenton N. 2	232 6 8	112	49 7 4
	ESSEX.			
196	Abridge - N.	52 0 0		
197	Aldborough Hatch - N. 12	- - -	43	19 3 2
205	Aldham - N. 3	30 0 0	34	20 19 2
210	Arkesden - N.	50 0 0		
210	Ashdon - N.	5 0 0		
198	Aveley - - N. 6	122 0 0	79	44 14 6
			16	4 11 8
200	Baddow, Great N. 5	*75 0 0	111	64 18 0
200	Baddow, Little N. 5	- - -	44	24 17 5
			6	2 8 4
209	Bardfield, Great - - B. 5	- - -	109	53 16 0
197	Barking, Girls, Day - W. 7	- - -	60	15 8 0
197	Barkingside N. 12	181 0 0	142	73 10 0
212	Belchamp-Walter - N.	*35 0 0		
199	Benfleet, North N.	121 4 0		
201	Benfleet, South N.	120 0 0		
203	Bentley, Great N.	145 0 0		
203	Bentley, Great W. 6	- - -	43	19 3 5
203	Bentley, Little N.	60 0 0		
139	Berden - N. 1	142 0 0	37	17 8 2
199	Billericay - N. 11	114 5 5	66	48 2 6
205	Birch - - N. 3	- - -	139	74 6 8
139	Birchanger - N. 1	- - -	43	19 8 2
211	Birdbrook - N. 3	60 0 0	44	23 0 8
208	Bocking - N.	*87 0 0		
	" "	36 0 0		
208	Bocking - B. 10	- - -	88	35 11 7
200	Boreham - N. 5	120 0 0	59	37 15 8
199	Bower's Gifford and Pitsea - - N. 10	142 13 4	31	12 10 2
205	Boxted - N.	*55 0 0		
208	Braintree - N.	433 17 6		

a Grant refused. No returns.

b Grant refused under Article 51 *b*.

	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	ESSEX—*cont.*	£ s. d.		£ s. d.
208	Braintree, Public - B. 10	- - -	226	122 11 10
206	Braxted, Great Ch. 5	- - -	29	17 17 2
199	Brentwood, Boys - - N.	*60 0 0		
199	Brentwood, Girls - - N. 11	*50 0 0	71	49 12 0
205	Brightlingsea N.	88 0 0		
205	Brightlingsea W. 3	438 0 0	204	100 17 0
200	Broomfield - B. 3	32 13 4	90	44 12 6
195	Buckhurst Hill, St. John's - N.	96 0 0		
199	Burstead, Little Ch. 11	- -	25	8 13 1
198	Chadwell - N. 7	94 0 0	46	23 6 8
200	Chelmsford - B.	*300 0 0		
200	Chelmsford, Victoria - N. 5	*350 0 0	205	106 3 10
210	Chesterford, Great - N. 2	267 0 0	117	52 7 8
200	Chignall, St. James', and Mashbury - N.	75 0 0		
195	Chigwell Row N.	*55 0 0		
	" - "	70 0 0		
195	Chigwell Row B.	80 0 0		
199	Childerditch N.	45 0 0		
210	Chrishall - N.			
203	Clacton, Great N.	180 0 0		
210	Clavering - N. 2	65 0 0	54	31 4 10
210	Clavering - B. *a*	116 13 6		
206	Coggeshall - N. 5	*200 0 0	154	78 6 10
	" - "	184 19 10		
206	Coggeshall - B.	118 0 0		
204	Colchester, Blue Coat - N. 3	754 0 0	477	220 1 0
204	Colchester, Magdalen St. Branch - N. 3	- - -	134	64 4 0
204	Colchester, St. Peter's, North Hill - N.	*75 0 0		
	" - "	22 17 4		
207	Colne-Engaine - N.	60 0 0		
207	Colnes, Earls, United - B. 5	- - -	57	27 10 9
205	Copford - N. 3	72 13 4	35	20 16 8
208	Cressing - Ch. 4	- - -	34	16 15 10
208	Cressing - B. 7	- - -	42	19 10 6
197	Dagenham - N.	*60 0 0		
200	Danbury - N. 5	- - -	68	26 8 0
205	Dedham - N. 3	- - -	89	54 19 10
205	Dedham Heath - Ch.	102 0 0		
202	Dengie - N.	84 7 6		
205	Donyland (East) - N. 3	111 10 0	109	59 16 6
209	Dunmow - B. 5	231 3 0	173	84 0 8
209	Dunmow, Great - Ch. 1	39 0 0	143	79 10 8
200	Easter, Good N.	26 0 0		
209	Easter, High N. 1	100 0 0	105	58 9 0
			30	6 10 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	ESSEX—*cont.*	£ s. d.		£ s. d.
139	Elsenham - N. *b*			
195	Epping - B. 2	132 0 0	61	31 5 4
195	Epping and Coopersale, Girls - - Ch. *b*			
195	Epping and Theydon Garnon - - N. 10	*42 0 0	188	144 18 9
	" - "	1,396 0 0		
139	Farnham - Ch. *b*			
206	Feering - N. 5	110 0 0	45	21 17 10
			18	4 6 8
208	Finchinfield, Mixed - N. 1	369 0 0	101	56 9 4
194	Forest Gate - N. 7	347 8 4	123	77 14 2
212	Foxearth - 4	- - -	45	5 2 7
203	Frating - N. 3	- - -	27	7 16 9
200	Galleywood - N. 5	- - -	62	32 4 4
198	Grays - - N. 7	- - -	90	39 7 6
196	Greenstead, East - - N. 3	- - -	53	20 14 11
201	Hadleigh - Ch. 10	171 0 0	53	31 8 2
			15	3 17 6
197	Hainault Forest N. 6	102 0 0	65	21 4 8
139	Hallingbury, Little - N.	30 10 0		
207	Halstead - B. 10	345 0 0	177	*c*
207	Halstead, St. Andrew's - N. 4	341 5 0	135	68 14 4
			35	10 9 2
207	Halstead, the Howe - - B. 3	- - -	75	45 2 2
207	Halstead, Lower, Trinity Ch. 4	130 0 0	21	14 0 8
207	Halstead, Trinity - - N. 4	193 7 0	147	68 10 2
			64	20 11 8
194	Ham, West (Pelly Memorial), Model - - Ch. 6	969 10 0	317	176 4 0
194	Ham, West, and Stratford, Boys - B. 7	*125 0 0	147	10 5 0
	" - "	37 6 8		
194	Ham, West, and Stratford, Girls and Infants B. 7	265 0 0	228	61 4 4
194	Ham, West, Girls - - 6	- - -	98	47 13 2
200	Hanningfield West - - N. 5	- - -	48	29 3 8
195	Harlow, Potter Street - N. *b*	*25 0 0		
203	Harwich - N. 3			
209	Hatfield, Broad Oak Ch. 1	199 15 0	113	57 2 10
			18	5 13 4
209	Hatfield Heath - Ch. 1	- - -	51	32 18 0
209	Hatfield Heath - B. 4	- - -	80	37 18 6
197	Havering-atte-Bower - N.	*32 0 0		
201	Hawkwell - N.	45 10 0		
207	Hedingham, Sible - - N.	180 0 0		

a School sold, and 49*l.* 0*s.* 8*d.*, repaid. *b* Removed from inspection. *c* Grant refused under Art. 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	ESSEX—*cont.*	£ s. d.		£ s. d.
211	Helion-Bumpstead - N. 3	132 5 0	55	30 10 6
210	Hempstead - Ch. 2	100 0 0	38	19 8 8
212	Henny, Great and Little - N. 4	106 0 0	41	23 16 8
202	Heybridge Iron Works - 7	- - -	78	41 3 8
140	Heydon - N. 1	94 2 0	46	17 14 7
137	High Beech - N. 10	52 0 0	46	32 1 4
196	High Laver N.	143 15 0		
196	High Ongar Ch.	201 0 0		
200	Highwood - N. 5	113 0 0	48	25 13 8
			10	3 1 8
201	Hockley - N.	60 0 0		
197	Hornchurch N. 12	412 4 0	130	75 1 10
199	Horndon, East - N. 11	*52 0 0	69	57 11 10
198	Horndon-on-the-Hill - N.	100 0 0		
194	Hudson Town, Girls and Infants - N. 6	- - -	203	82 16 4
197	‡Ilford, Great N. *a*			
194	Ilford, Little N. 7	132 3 9	49	21 10 7
			4	1 13 4
200	Ingatestone - P.	*51 0 0	82	37 5 0
200	Kelvedon - N. 5	*61 0 0	21	6 4 2
206	Kelvedon - B.			
196	Kelvedon-Hatch - N.			
205	Langham, Parish - B.	61 17 6		
210	Langley - Ch.	175 19 0		
202	‡Latchingdon N. *a*			
205	Layer-de-la-Hay - - N.	*50 0 0		
201	Leigh - - N. 10	500 0 0	94	44 7 0
			10	3 3 4
200	Leighs, Great N. 4	141 0 0	25	4 19 6
			9	2 15 10
204	Lexden - N. 3	- - -	67	30 5 0
194	Leyton and Ozler, Charity N. 6	- - -	59	23 11 7
			12	4 6 8
209	Lindsell - N.	29 0 0		
210	Littlebury, Endowed - N. 2	- - -	79	31 6 6
195	Loughton - N. 10	14 0 0	60	40 5 6
195	Loughton - B. 7	- - -	69	41 18 4
202	Maldon - N. 4	611 0 0	95	49 10 11
202	Maldon - B. 4	- - -	73	14 17 1
203	Manningtree N. 3	- - -	87	22 4 4
203	Manningtree W. 5	228 0 0	121	66 0 2
207	Maplestead, Great - N. 4	- - -	26	16 10 10
205	Marks Tey - N. 2	136 3 9	45	10 13 11
205	Mersea, East N.	156 0 0		
205	Mersea, West N. 8	- - -	42	15 2 0
			19	7 17 6
203	Mistley Norman - - N. 3	- - -	92	19 0 0
200	Moulsham, St John's - N. 5	240 15 0	132	70 0 0
196	Navestock - N. 11	145 6 3	74	56 8 10
210	Newport - N.	100 0 0		
202	Norton, Cold N.	20 0 0		

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	ESSEX—*cont.*	£ s. d.		£ s. d.
139	Oakley - N.	*30 0 0		
	„ - „	83 0 0		
198	Ockendon, South - N. 7	- - -	79	28 3 8
			18	5 18 4
198	Orsett - - N. 7	177 7 6	148	57 11 4
			25	5 16 1
203	Osyth, St. - N. 3	177 15 0		
195	Parndon, Great - N. 10	*25 0 0	49	17 10
208	Pattiswick - N.	*45 0 0		
205	Peldon - N. 3	- - -	48	24 14 0
194	Plaistow - N. 6	*62 0 0		
	„ - „	74 13 4	115	44 9 5
194	Plaistow Hall's Ville - - N. 6	1,133 0 0	271	117 8 3
			90	38 0 1
202	Purleigh - P. 4	- - -	24	3 0 0
210	Radwinter - N. 2	360 15 0	64	18 0 3
201	Rayleigh - N. 10	- - -	67	23 11 2
201	Rayleigh - B. 6	- - -	26	8 2 6
210	Rickling - N.	51 11 2		
201	Rochford - B. 7	- - -	66	27 17 8
197	Romford, Endowed - N. 12	*150 0 0	206	96 18 1
	„ - „	153 12 2		
197	Romford, Noak Hill - N.	96 0 0		
197	Romford, St. Andrew's, Mixed - N. 12	255 11 8	137	62 7 6
			62	34 3 10
200	Roxwell, Boys N. 5	- - -	22	7 10 0
200	Roxwell, Girls N. 5	- - -	53	25 13 2
210	Saffron Walden - - N. 2	222 2 3	128	26 0 0
210	Saffron Walden - - B. 5	62 0 0	238	102 12 10
208	Saling, Great N.	42 0 0		
200	Sandon - N. 5	- - -	42	22 14 6
199	Shenfield - Ch. 11	- - -	117	66 17 8
			28	5 10 0
201	Shoebury-ness - - Ch. 10	- - -	101	50 8 10
194	Silvertown - N. 7	- - -	42	23 13 2
201	Southchurch N. 10	170 0 0	29	13 2 0
201	Southend - N. 10	- - -	88	45 0 2
			11	1 7 6
202	Southminster - - N. 4	255 10 0	97	25 17 8
			8	1 15 0
200	Springfield - N. 5	29 17 0	122	64 7 8
200	Springfield, Infant - N.	35 0 0		
207	Stambourne N.	216 0 0		
196	Stanford Rivers - Ch. 11	127 0 0	59	47 8 6
			12	3 15 0
139	Stanstead - B. 4	*30 0 0	55	16 12 0
139	Stanstead, Mountfitchett - N. 1	140 5 0	169	74 13 3
			16	4 8 4
205	Stanway - N. 3	- - -	60	31 0 6
211	Steeple Bumpstead - N. 2	267 14 6	91	46 2 8
200	Stock and Buttsbury - N.	*90 0 0		
194	Stratford, Ch. Ch. District N. 6	254 10 0	188	93 13 0

a Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
		£ s. d.		£ s. d.
	ESSEX—*cont.*			
194	Stratford, Eastern Counties Railway Mech. Institution - - 1	- - -	197	101 18 8
194	Stratford, St. John's - N. 6	*250 0 0	286	161 6 0
	" "	78 6 8		
203	Tendring - N. 3	60 0 0	52	29 17 4
195	Theydon Bois N.	132 0 0		
203	Thorington, Mixed - 3	- - -	41	22 9 8
			15	4 7 6
207	Tilbury - N. 4	120 0 0	16	8 7 8
202	Tillingham - N. 4	283 10 0	63	24 18 4
207	Toppesfield - N. 4	426 0 0	65	38 2 0
197	Upminster - N. 12	75 0 0	53	27 19 10
194	Victoria Docks, Infant -			
194	Victoria Docks, St. Marks Ch. 7	463 8 9	382	205 9 5
201	Wakering, Great - N.	50 0 0		
187	Waltham Abbey - N. 10	- - -	133	84 0 0
			18	5 11 8
187	Waltham Abbey - B.	110 0 0		
200	Waltham, Great - N. 5	279 4 0	98	50 11 0
			13	4 4 2
194	Walthamstow, Chapel End, St. John's - N. 6	*50 0 0	75	37 14 6
194	Walthamstow, St. Mary's N. 6	- - -	367	186 5 6
194	Wanstead - N. 6	- - -	124	60 18 8
197	Warley, Great, Ch. Ch. - N. 11	123 3 10	91	69 18 6
197	Warley, Great (Lower), Mixed - N. 11	105 0 0	27	23 15 6
203	Weeley - N.	105 0 0		
210	Wendon-Lofts and Elmdon N.	75 0 0		
208	Wethersfield N. 4	145 8 0	87	33 5 0
210	Wicken Bonant - - N. *a*	*20 0 0		
210	Widdington N. 1	- - -	37	20 11 6
196	Willingale - N.	130 10 0		
196	Willingale Doe - - -	*39 0 0		
206	Witham - N. 5	321 7 4	219	123 17 8
			30	7 18 4
206	Witham - B.	*150 0 0		
205	Wivenhoe - N. 3	300 5 0	154	85 19 8
203	Wix - - N. *b*	65 0 0		
203	‡Wix - - W.		118	60 14 2
194	Woodford - N. 6	114 0 0	16	7 11 8
194	Woodford - B.			
194	Woodford Bridge, Infants - - N. *c*			
194	Woodford Bridge, St. Paul's - Ch. 6	404 0 0	66	36 11 10
			18	6 13 4
200	Woodham Ferrers - N.	106 0 0		
207	Yeldham, Great - N.			
207	Yeldham, Little - N.	133 0 0		
	GLOUCESTER.			
332	Almondsbury N. 4	*80 0 0	79	40 4 0
	" "	91 3 10		
332	Almondsbury, Patchway, Infants -	227 0 0		
332	Alvestone - N. 2	*40 0 0	43	7 8 9
340	Ampney-Crucis, Endowed - 7	- - -	90	4 0 0
337	Arlingham, Endowed - N.	91 17 6		
337	Arlingham, Infants - Ch.	100 0 0		
341	‡Arlington - B.			
345	Ashchurch - N. 3	62 16 0		
336	Ashelworth - N. 4	42 0 0	60	29 3 0
338	Avening - N. 1	160 0 0		
334	Awre and Blakeney - N.	115 0 0		
344	Badgworth - N. 5	163 6 6	41	22 6 0
341	Bibury - N. 6	- - -	65	32 1 0
			19	6 17 6
343	Bishop's Cleeve - N. 2	135 0 0	58	24 7 10
			7	0 17 6
338	Bisley, Boys N. *c*			
327	‡Bitton - N.			
334	Blaisdon - N.	69 0 0		
334	Blakeney - B. 2	- - -	74	38 10 10
406	Bourton-on-the-Hill - N. 2	- - -	42	22 18 4
342	Bourton-on-the-Water - N.	152 0 0		
577	Bream - - N. 3	233 15 3	133	45 1 8
576	Briavel's, St. P. 3			
340	Brimpsfield - N.	37 0 0		
338	Brimscombe N. 11	- - -	111	54 17 6
329	Bristol, Back Fields - W. 3	1,526 0 0	389	179 4 4
329	Bristol, Counterslip - - B. 3	- - -	108	56 17 8
			16	5 15 0
329	Bristol, Deighton Street - R. 6	- - -	109	52 14 3
			30	10 2 4
329	Bristol, Diocesan Trade.			
330	Bristol, Hannah More's N. 11	246 1 8	418	176 0 4
329	Bristol, Incorporation Poor.		148	47 7 6
329	Bristol, Industrial Training and Reformatory (Hillgrove Street).			
329	Bristol, Lewin's Mead - - B. 3	350 0 0	207	94 16 10

a School pulled down and 8*l.* repaid. *b* School temporarily closed. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
329	Bristol, Maudlin Lane, Moravian - 3	- - -	62	34 10 3
			6	1 6 8
329	Bristol, Meadow Street, Infants - B. *a*			
329	Bristol, Park Row, Industrial.			
329	Bristol, Pennywell Lane, Industrial Ragged.			
330	Bristol, Red Cross Street B. 3	280 16 8	565	313 9 6
			30	10 8 4
329	Bristol, Red Lodge Reformatory, Park Row.			
329	Bristol, Rosemary Street, B. 3	- - -	198	99 19 0
330	Bristol, Montpelier, St. Andrew's - N. 8	158 6 8	63	32 3 0
329	Bristol, St. Augustine's N. 11	321 5 4	268	139 19 10
329	Bristol, St. Clement's - Ch. 11	529 4 0	167	77 1 8
329	Bristol, St. George's, Brandon Hill - - N. 11	- - -	252	117 12 4
330	‡Bristol, St. George's Ragged. *a*			
329	Bristol, St. James', Back Ragged - 3	- - -	166	78 10 6
			25	12 0 10
329	Bristol, St. James', Infants - Ch. 6	- - -	115	46 11 0
329	Bristol, St. James' and St. Paul's Benevolent Society's - N. 11	200 0 0	248	45 9 9
			181	60 19 1
329	‡Bristol, St. James' Church Steps, Ragged.			
329	Bristol, St. John the Baptist's - P. 8	300 0 0	89	50 7 10
329	Bristol, St. Joseph's - R. *a*			
330	Bristol, St. Jude's - N. 8	948 4 0	132	59 11 2
330	Bristol, St. Luke's, Barton Hill - Ch. 11	- - -	180	88 15 2
			36	7 8 4
329	Bristol, St. Mary's on the Quay - R. 6	- - -	177	81 17 10
329	Bristol, St. Matthias' on the Weir - N. 8	723 0 0	159	53 6 11
			4	1 5 0
329	Bristol, St. Michael's - N. 8	40 0 0	322	152 15 2

a School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last An Grant (w Year e 31 Dec. Average Attendance.	An pa
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
329	Bristol, St. Nicholas' and St. Leonard's - N.	1,150 0 0		
330	Bristol, St. Nicholas, (Tolentine) (Pennywell Road) - R. 6	- - -	207	104 16 2
329	Bristol, St. Paul's - P. 11	- - -	218	114 19 6
			27	8 7 6
329	Bristol, St. Peter's - N. 8	184 0 0	157	79 4 8
330	Bristol, St. Philip's, Bread Street, Ragged.			
329	Bristol, St. Philip and St. Jacob Ch. 11	1,018 10 0	307	150 17 6
			250	86 1 8
329	Bristol, St. Silas (the Marsh) - N. 11	191 0 0	112	49 19 4
330	Bristol, St. Simon's - N. 11	90 0 0	140	53 9 1
‡329	Bristol, Trinity, St. Philip's Ragged.			
342	Broadwell, St. Paul's - Ch.	85 11 6		
336	Brockworth N.	*30 0 0		
338	Bussage - N.	53 0 0		
338	Cainscross - N. 4	*55 0 0	124	70 9 4
	" - "	323 8 0		
338	Cam," Upper, Boys - - N.	*192 0 0		
333	Cambridge - W. 1	- - -	47	31 10 10
406	Campden - N. 2	*56 0 0	62	30 5 10
	" - "	21 8 0		
340	Cerney, North N. 7	155 9 7	63	30 7 10
340	Cerney, South N. 7	- - -	66	11 7 6
			15	5 7 6
338	Chalford - N. 1	248 15 2	121	55 0 0
			42	20 12 11
338	Chalford - B. 1	- - -	72	37 8 8
344	Charlton King's, Boys - - Ch. 3	*60 0 0	58	17 4 6
	" " "	15 10 8		
344	Charlton King's, Girls - - Ch. 3	- - -	100	21 4 6
344	Charlton King's (Colltham Fields) Ch. 3	- - -	46	12 9 1
162	Chastleton, Hitchman's District - 2	- - -	64	34 9 2
			19	4 9 2
344	Cheltenham B. 2	*125 0 0		
	" - "	1,408 16 8	487	282 11 8
344	Cheltenham, Baker Street B. 2	- - -	267	139 12 2
344	Cheltenham, Bethesda - W. 2	83 0 0	65	29 5 6
344	Cheltenham, Boys Model Ch. *b*			
344	Cheltenham, Ch. Ch. - N. 10	- - -	127	65 18 8

b Merged into Cheltenham, St. Paul's, B. and G. Practising.

No.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
344	Cheltenham, Ch. Ch., Infants - - N. 10	- - -	77	38 0 0
344	Cheltenham, Highbury - B. 2	1,250 0 0	174	85 13 0
344	Cheltenham, Naunton, Infants - N. 10	141 10 0	90	45 5 10
344	Cheltenham, Parish Ch., Boys - N. 10	180 0 0	175	95 10 8
344	Cheltenham, Parish Ch., Girls - 10	1,272 0 0	334	173 18 0
344	Cheltenham, Ragged Industrial - 2	203 3 9	141	61 16 0
344	Cheltenham, St. Gregory the Great - R. 6	336 1 0	56	10 19 3
344	Cheltenham, St. James' - N. 10	- - -	214	112 18 8
344	Cheltenham, St. John's - N. 10	95 0 0	192	98 19 11
			24	7 10 0
344	Cheltenham, St. Luke's, Boys & Girls N. 10	- - -	159	89 12 6
			38	11 11 8
				*a*20 0 0
344	Cheltenham, St. Paul's, Infants - N. 10	314 0 0	145	68 14 6
344	Cheltenham, St. Paul's, Boys and Girls Practising - 10	742 0 0	178	83 2 0
344	Cheltenham, Holy Trinity, Boys and Girls - - N. 10	- - -	191	99 10 0
344	Cheltenham, Holy Trinity, Infants N. 10	- - -	131	62 16 2
389	Childs Wickham - - N. 5	143 15 0	41	23 5 0
			23	8 2 6
333	Chipping - N.	*110 0 0		
334	Churcham and Bulley N. 4	358 0 0	47	22 18 2
334	Cinderford - B. 2	- - -	169	59 12 0
334	Cinderford, St. John's - N. 3	131 13 4	87	36 8 0
340	Cirencester - B. 1	- - -	67	32 13 4
340	Cirencester, Girls - - B. 1	- - -	65	33 18 10
340	Cirencester, Endowed - Ch. 7	- - -	375	36 15 0
577	Clearwell - N. 3	243 5 0	63	24 17 10
330	Clifton - - N. 9	*400 0 0		
	" - - "	126 17 0	295	138 12 8
330	Clifton, Bellevue, Girls - 9	- - -	40	15 12 0
330	Clifton - - B. 3	*150 0 0	93	43 1 8
330	Clifton, Berkeley Place, Infants - N. 9	189 15 0	119	55 4 8
330	Clifton, Ch. Ch. - - N. 9	- - -	191	91 19 4
			22	8 15 0
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
330	Clifton, Ch. of the Apostles - R. *b*			
330	Clifton - U.			
340	Coates - - N.	51 0 0		
344	Coberley - Ch. 5	278 8 6	60	26 4 10
			16	6 11 8
577	Coleford - N.	*150 0 0		
577	Coleford - B. 2	- - -	66	29 10 4
340	Colesborne, Village - Ch. 7	- - -	26	15 0 7
341	Coln, St. Aldwyn - - N.	241 0 0		
335	Corse - - N.	70 0 0		
338	Cranham - N.	35 0 0		
332	Cromhall - N. 2	- - -	44	22 1 8
332	Cromhall, Middle - *c*			
577	Dean Forest (Berry Hill) Ch. Ch. - N. 3	265 3 4	85	40 1 8
			11	2 2 6
577	Dean Forest, Ch. Ch. Jubilee - - N. 3	187 0 0	105	47 13 4
			21	6 17 6
334	Dean Forest, St. Paul's, Park End - N.	155 0 0		
334	Dean Forest, St. Paul's Oldcroft, and Slade, "Middle" - N.	177 5 0		
334	Dean Forest, Holy Trinity N. *b*	80 0 0		
334	Dean Forest, Holy Trinity, Drybrook (Mitcheldean) - N. 3	150 0 0	175	87 18 8
334	Dean Forest, Viney Hill, Blakeney (and Blakeney, Woodside, Infants) - Ch.	142 10 0		
334	Dean Forest (Woodside), Holy Trinity - - Ch. 3	- - -	33	12 1 8
334	Dean, Little N.	200 0 0		
345	Deerhurst - N. 3	255 0 0	45	16 19 6
341	Dowdeswell Ch. 2	- - -	33	15 10 6
338	Downend - N. 5	*150 0 0	146	59 4 2
	" - "	42 10 0		
336	Down Hatherley - N. 5	- - -	40	24 7 10
343	Dumbleton - N. 3	- - -	30	41 4 8
340	Duntisbourne, Abbot's - N.	35 0 0		
330	Durdham-Down, St. John's - N. 9	545 0 0	122	65 19 1
			25	7 5 10
333	Dursley - N. 2	*200 0 0	65	33 17 2
	" - "	91 15 6	43	6 17 6
333	Dursley - W. 1	- - -	103	59 11 0
			18	5 13 4

a Retiring pension. *b* School closed. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
337	Eastington - N. 1	495 0 0	66	35 2 2
337	Eastington - W. 1	- - -	73	15 14 2
341	Eastleach - Ch. 6	160 12 6	47	27 8 10
			108	60 11 0
			21	8 9 2
330	Easton, Lower, St. Mark's - N.	39 9 0		
338	Ebley - - B.	467 0 0		
577	English Bicknor - - N. 3	*79 0 0	66	33 14 2
340	Fairford, Endowed - N. 3	86 10 0		
332	Falfield, Lady Jenkinson's N. 4	- - -	41	23 8 8
345	Forthampton N. 3	- - -	64	30 4 4
337	Framilode - N. 5	158 15 9	62	33 11 2
337	Framilode - B. 1	- - -	91	49 2 2
331	Frampton Cotterell - N. 4	380 0 0	103	53 10 2
331	Frampton Cotterell - B. 3	189 0 0	129	68 17 0
337	Frampton-on-Severn - N. 5	89 0 0	84	45 5 2
330	Frenchay - N. 4	- - -	60	32 1 0
337	Frethorne - N.	*33 0 0		
330	George's, St., Mixed N. 8	287 0 0	211	98 17 4
			20	9 5 0
330	George's, St., Infants - N.	130 0 0		
330	George St. - B. 3	- - -	87	29 13 7
330	Gloucester, Bristol, and Oxford Diocesan Practising - 1	- - -	127	63 10 2
326	Gloucester - N. 9	- - -	138	51 13 8
336	Gloucester - B. 2	515 9 10	445	232 17 0
336	Gloucester, Ch. Ch. - N. 9	- - -	100	45 8 0
336	Gloucester (Deacon St.), Boys -	70 0 0		
336	Gloucester - R. 7	- - -	65	37 10 0
336	Gloucester, St. Catherine's - - N.	*100 0 0		
336	Gloucester, St. James' - N. 9	565 0 0	290	123 9 0
336	Gloucester, St. John's - N.	125 5 0		
336	Gloucester, St. Luke's - N. 9	- - -	115	27 2 11
336	Gloucester, St. Mark's, Girls - - N. 9	109 0 0	139	62 11 4
336	Gloucester, St. Mary-de-Lode, and St. Catherine - - N. 9	- - -	118	45 1 4
336	Gloucester, St. Michael's N. 9	230 0 0	94	44 0 6
336	Gloucester, St. Nicholas', Girls and Infants - N. 9	- - -	78	31 13 4

a School pulled down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last An… Grant (w… Year e… 31 Dec. … Average Attendance.	Last An… Grant (w… Year e… 31 Dec. … An… pa…
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
336	Gloucester - W. 2	- - -	127	64 5 8
343	Gretton - N. 5	- - -	39	20 2 4
335	Haffield (Dymock) - N. 3	- - -	54	28 4 4
327	Hanham - N. 5	*100 0 0	115	114 16 1
	" - "	203 13 0		
327	Hanham - W. 3	- - -	169	20 16 8
337	Hardwick, Reformatory.			
340	Hatherop Memorial - Ch. 6	- - -	40	20 13 8
331	Hawkesbury N. 11	179 11 4	47	18 11 10
334	†Hawthorne Ch. *a*			
336	Highnam - N. 1	- - -	37	21 0 6
330	Horfield - N.	*41 0 0		
330	Horfield, Edmond's Trust, Boys Ch. 8	178 0 0	36	13 4 0
338	Horsley - Ch. 11	30 0 0		
338	Horsley - W. 1	- - -	28	13 2 4
331	Horton - Ch. 11	270 0 0	45	19 5 8
336	Hucclecote - N. *b*			
334	Huntley - Ch. 4	- - -	57	27 6 2
345	Kemerton - N. 3	60 0 0	40	21 12 0
			15	4 0 10
345	Kemerton, St. Benet's R. 6	52 10 0	21	1 0 0
330	Kingsdown, St. Matthew's - N. 8	401 5 0	236	101 6 4
338	Kings Stanley - - N. 11	- - -	98	49 18 8
			22	7 0 0
338	Kings Stanley - - B. 1	- - -	78	40 19 2
333	Kingswood - N. *b*	*75 0 0		
333	Kingswood Reformatory.			
327	Kingswood Hill - - B. 1	- - -	139	63 8 1
327	Kingswood - W. 1	- - -	221	83 3 6
333	Kingswood (Wotton-under-Edge) - B. 2	- - -	67	34 16 6
122	Lechlade - N.	*60 0 0		
344	Leckhampton - - N. 2	216 10 0	73	39 16 2
344	Leckhampton, St. Philip's - N. 2	- - -	187	96 12 2
345	Leigh - - N.	162 0 0		
337	Longney - N. 5	137 15 1	33	4 13 9
577	Lydbrook - Ch. 3	77 4 0	86	37 16 4
			9	2 19 2
576	Lydney, Boys, Girls, and Infants - Ch. 3	350 15 0	175	52 4 6
			17	5 17 6
336	Maisemore - N. 1	168 0 0	47	28 2 10
404	Marston Sicca - - N.	113 0 0		
334	Micheldean, Free - - N.			
338	Minchinhampton - B.			
338	Minchinhampton - P. 1	- - -	127	60 5 10
			12	4 13 4

b Removed from inspection.

	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
334	Minsterworth N. 11	- - -	36	17 0 0
338	Miserden - N.	35 0 0		
330	Moorfields (Bristol) - N. 11	- - -	155	17 19 7
406	Moreton-in-the-Marsh Ch. 2	- - -	152	17 4 1
406	Moreton-in-the-Marsh - B. 2	- - -	93	42 4 0
338	Nailsworth - N.	250 0 0		
338	Nailsworth - B. 1	*100 0 0	80	42 12 10
342	Naunton - Ch. 2	- - -	36	17 9 4
335	Newent - N. 4	368 0 0	163	88 7 2
			50	19 0 0
577	Newland - N. 3	77 17 0	79	33 15 6
334	Newnham - N. 3	*50 0 0	78	38 16 0
			24	8 3 4
333	Nympsfield Ch. 12	- - -	44	25 17 1
			20	7 8 4
338	Oakridge - P. 4	- - -	75	43 15 4
			18	7 8 4
342	Oddington - N. 2	132 1 6	52	30 13 8
332	Oldbury-on-Severn - N. 4	170 8 0	75	42 17 6
			8	3 5 0
327	Oldland - N. 4	*100 0 0	104	48 7 2
	" - "	134 3 4		
327	Oldland Common - B.			
332	Olveston and Elbarton - N. 1	*75 0 0	177	90 6 8
			14	3 16 8
332	Olveston, Infant - - N.	130 0 0		
338	Painswick and Ryl United N. & Ind. 1	503 9 11	158	81 3 6
338	Painswick, The Slad, Holy Trinity N.	*53 0 0		
335	Pauntley - N. 4	- - -	66	34 2 8
344	Prestbury - N. 2	*50 0 0	61	30 1 0
	" - "	75 12 0		
331	Pucklechurch N. 5	60 0 0	58	1 17 5
336	Quedgeley - N. 4	- - -	55	30 2 8
			10	0 15 0
338	Randwick - N. 2	163 0 0	86	23 19 8
577	Redbrook - Ch. 3	- - -	49	*a*
342	Risington, Great - N.	41 0 0		
342	Risington, Little - N.	50 0 0		
338	Rodborough, King's Court B.	*70 0 0		
336	Sandhurst - N.	106 0 0		
338	Selsley Ch. 11	- - -	56	30 14 4
			11	2 10 10
341	Sevenhampton - - N. *b*			
339	Shipton Moyne N. 3	60 0 0		
330	Shirehampton N. 5	87 8 8	78	46 7 6
340	Siddington - N.		38	*c*
327	Siston - - N.	*75 0 0		
331	Sodbury, Chipping - N. 11	125 0 0	78	22 7 10
331	Sodbury, Old N. 11	*50 0 0	46	28 13 7
341	Southrop Ch. 6	- - -	54	29 1 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
337	Standish - N. 5	- - -	14	8 12 8
338	Stanley, St. Leonard's - N. 11	- - -	69	25 5 1
343	Stanton - N.	204 8 0		
			25	13 14 2
343	Stanway Ch. 5	- - -	5	1 15 10
330	Stapleton, Dr. Bell's - N. 5	243 15 0	78	17 18 4
330	Stoke, Bishop, Girls - N. 4	- - -	84	15 10 8
345	Stoke, Orchard N.	45 0 0		
342	Stow-on-the-Wold - N. 2	215 0 0	134	55 14 10
340	Stratton Ch. 7	202 0 0	50	23 18 0
338	Stroud - N. 2	*100 0 0	204	93 4 5
	"	437 0 0	35	10 10 10
338	Stroud - B. 1	*150 0 0	189	111 12 10
	" - "	43 10 0		
342	Swell, Lower N. 12	- - -	44	18 14 2
335	Taynton - P. 4	- - -	42	24 1 10
339	Tetbury - N. 2	*145 0 0		
	"	196 13 4	372	126 11 6
345	Tewkesbury N. 9	300 0 0	223	102 8 10
345	Tewkesbury B. 2	83 12 10	62	27 17 10
345	Tewkesbury, Trinity - N. 9	- - -	117	42 10 10
332	Thornbury - N. 4	*130 0 0		
	" "	355 12 6	98	37 15 4
335	Tibberton - B. 2	- - -	52	31 11 11
			7	2 2 5
576	Tidenham - N. 3	*d*60 0 0	51	27 1 4
			11	4 12 6
345	Tirley - - N.	35 0 0		
331	Tormarton - N. 5	71 0 0	46	26 6 0
			18	5 10 0
332	Tortworth - B. 2	- - -	82	44 13 6
576	Tutshill - N.			
336	Twigworth - N. 5	13 0 0	51	19 1 8
345	Twining - N. 3	64 0 0	63	29 2 2
330	Two Mile Hill, St. Michael's, Crews Hole Ch. 8	146 16 3	66	36 4 6
330	Two Mile Hill, St. Michael's (Parish of St. George) - N. 8	36 7 6	69	14 18 8
333	Uley - - N. 12	184 0 0	77	40 14 8
335	Upleadon Mixed - N. 4	- - -	28	13 8 4
336	Upton, St. Leonard's - N. 1	- - -	101	43 14 10
327	Warmley - N. 5	- - -	94	37 4 4
340	Watermoor, Trinity - N. 7	577 4 0	86	45 17 10
334	Westbury-on-Severn - N. 4	80 0 0	112	27 9 6
			27	7 15 10
330	Westbury-on-Trym, Edmund's Endowed - N. 4	- - -	61	*e*
330	Westbury-on-Trym, Girls N. 4	171 6 8	41	19 2 8
330	Westbury-on-Trym, Infts. N. 4	8 10 0	47	23 9 2
331	Westerleigh N. 4	122 12 2	35	17 17 0

a Grant refused under Articles 51 *a* and 51 *b*. *b* Removed from inspection.
c Grant refused under Article 51 *b*. *d* This grant has been repaid. *e* Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
389	Weston Sub-Edge - - N.			
338	Whiteshill - N. 2	518 9 0	89	39 6 8
337	Whitminster Endowed - Ch. 5	116 10 0	40	*a*
331	Wickwar Ch. 2	- - -	27	15 18 8
343	Winchcombe N. 5	- - -	136	60 12 6
340	Winstone - Ch.	*26 0 0		
330	Winterbourne N. 4	- - -	36	15 12 0
330	Winterbourne Down, All Saints - N. 4	- - -	50 19	6 2 1 3 17 3
341	Withington N. 2	273 0 0	36	19 10 8
576	Woolastone Ch. 3	197 7 6	41 6	15 8 6 1 5 0
333	Wotton-under-Edge - - N. 12	- - -	73	37 8 2
333	Wotton-under-Edge - - B. 2	15 0 0	190 22	109 4 10 6 0 0
331	Yate - - N. 11	105 0 0	66 17	37 8 6 5 10 10
	HAMPSHIRE.			
118	Abbot's Ann 7	- - -	120 13	58 12 8 1 12 6
40	Aldershot - N. 3	387 0 0	150	63 4 10
113	Alresford - B. 5	19 0 0	52	25 19 5
113	Alresford, New N. 3	*30 0 0	83	38 10 4
113	Alresford, Old N. 3	- - -	71	37 8 4
113	Alresford, Royal Patriotic Asylum - - 3	- - -	66	*a*
113	Alresford, The Grange N. 3	- - -	38	9 5 0
114	Alton - - N. 1	289 10 4	253 52 53	125 11 8 16 16 8 27 10 2
114	Alton, Boys - B. 5	- - -	8	5 15 0
114	Alton, Messrs. Crowley's, Girls - - B. 5	- - -	115	57 9 10
97	Alverstoke - N. 2	279 12 6	216	110 7 4
97	Alverstoke, New Town, Infts. N. 2	244 12 0	76	31 5 2
109	Ampfield - N. 6	- - -	58 15	32 5 8 5 15 10
118	Andover - N. 7	910 0 0	132	59 7 0
118	Andover - B. 5	*170 0 0 61 15 0	223	117 13 10
99	Arreton, (I. of W.) - N. 10	- - -	58 7	26 10 11 2 4 1
99	Arreton, Wootton Bridge Ch.	105 12 6		
100	Baddesley, South - Ch. 2	- - -	37	18 11 4
116	Basing - N. 12	- - -	100	26 19 5
116	Basingstoke N. 12	- - -	162 40	59 9 0 13 13 4
116	Basingstoke B. 5	- - -	151	83 2 8
116	Basingstoke U.			
119	Baughurst - N.	75 0 0		
104	Beechwood - N. 11	- - -	49	25 11 6
104	Beechwood - B.			
114	Bentley - N. 1	100 0 0	98	54 9 0
113	Bighton - N. 3	- - -	31 15	9 19 7 1 9 4

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last A Grant (Year e 31 Dec Average Attendance.	Last A Grant (Year e 31 Dec A p
	HANTS—*cont.*	£ s. d.		£ s. d.
99	Binstead - N. 4	198 17 6	52	14 12 6
109	Bishopstoke N. 7	108 0 0	66	33 4 10
106	Bitterne - N. 11	414 0 0	145	82 10 10
106	Bitterne, Infant - Ch. 11	- - -	46	21 10 2
111	Blendworth N.	8 18 0		
100	Boldre, East N.	72 0 0		
106	Botley - - N. 3	262 0 0	74 10	32 11 4 2 15 0
106	Botley, Hedge End - - N. 3	134 15 0	46	21 13 6
117	Bourne, St. Mary's - N. 7	483 0 0	99 12	34 2 2 4 10 0
101	Bournemouth N. 4	- - -	58 12	27 1 9 1 10 0
101	Bournemouth B. 5	- - -	66	42 5 0
101	Bournemouth, Infants Ch.			
99	Brading (I. of W.) - - N. 4	136 0 0	80 10	29 10 8 1 13 4
99	Brading (I. of W.) - - B. 5	291 0 0	80	36 7 10
116	Bramley - P. 12	- - -	60	21 15 0
104	Bramshaw, Girls and Infants - - N. 12	- - -	59	25 14 2
104	Bramshaw, Boys - - N. 12	- - -	20	9 8 3
104	Bramshaw, Fritham - Ch.	37 10 0		
101	Bransgore - N.	50 0 0		
103	Breamore Ch. *c4*	- - -	22	11 9 6
99	Brixton (Isle of Wight) - N. 10	*80 0 0 47 7 0	63	5 0 4
100	Brockenhurst " " N. 4	387 12 0	68 20	19 18 11 7 0 0
108	Broughton - N.	*20 0 0		
108	Broughton-cum-Bossington N. 7	- - -	83	23 2 6
113	Brown, Candover - N. 3	- - -	38	18 16 4
112	Buriton - N. 1	- - -	27	13 10 8
102	Burley - N. *b*	45 0 0		
102	Burley-Ville Ch. 4	228 0 0	59	31 11 9
106	Bursledon - N. 3	*48 0 0	74	33 15 0
99	Calbourne (Isle of Wight) - N. 10	*60 0 0 55 10 0	35	19 4 4
99	Carisbrooke (I. of Wight) - N. 10	72 1 0	58	29 18 8
111	Catherington N. 1	80 0 0	35	18 5 0
114	Chawton - N. 1	- - -	46	23 2 4
118	Chilbolton - N.	35 0 0		
99	Chillerton (Isle of Wight) - N. 10	- - -	39	27 0 8
101	Christ Church N. 4	- - -	214	103 14 11
101	Christ Church U.			
115	Church Crookham - - N. 3	176 13 0	75	28 13 5
116	Church Oakley N. 12	- - -	61 19	27 6 6 4 14 2
109	Colden Common - - N. 7	97 0 0	52	29 13 6

a Grant refused under Article 52 *d.* *b* School closed. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	HANTS—*cont.*	£ s. d.		£ s. d.
112	Colmer and Pryor's Dean N. 1	38 0 0	16	8 18 0
109	Compton - N.	20 0 0		
99	Cowes, East (I. of W.) - N. 10	*75 0 0	217	103 11 6
	,, ,, ,,	594 0 0	26	8 0 0
99	Cowes, West (I. of W.) - N. 10	617 0 0	286	146 8 4
99	Cowes, West (I. of W.) - B.	*80 0 0	46	16 6 8
109	Crawley - P. 6	26 0 0	61	33 5 6
115	Crondall - N. 3	*52 0 0	128	46 5 7
119	Crux Easton N.	60 0 0		
110	Curdridge - N. 3	*30 0 0	38	27 1 9
107	Dean, East - N. 12	107 0 0	38	35 18 3
104	Dibden - N. 11	- - -	39	24 8 11
110	Droxford - N. 4	- - -	32	16 16 8
116	Dummer - N.	20 0 0		
110	Durley - N. 4	- - -	36	15 10 2
109	Easton - N.			
104	Eling, North N. 11	125 0 0	131	67 17 4
			24	7 0 0
104	Eling (Rumbridge Street) N. 11	145 0 0	111	63 19 2
			23	7 15 10
97	Elson - - N. 2	234 16 0	108	54 4 2
			9	1 7 6
115	Elvetham (Lord Calthorpe's).			
104	Emery Down N.	96 0 0		
112	Empshott - N.	31 10 0		
104	‡Exbury - N.			
98	Fareham - N. 2	5 18 0	209	96 19 6
98	Fareham - B. *a*	*80 0 0		
98	Fareham (Crocker Hill), N. and evening *b*	61 0 0		
98	Farcham, Funtley Branch N.			
98	Fareham, Infants - - N. 2	100 0 0	73	32 3 8
114	Faringdon - N. 1	- - -	74	32 19 8
41	Farnborough Ch. 3	- - -	73	34 8 1
104	Fawley - N. 11	- - -	74	45 11 6
115	Fleet - - Ch. 3	- - -	26	13 15 10
103	Fordingbridge N. 4	*115 0 0	87	32 1 4
			36	10 11 8
103	Fordingbridge B. 5	- - -	104	52 3 0
96	Fratton - N. *b*	*62 10 0	258	147 5 10
106	Freemantle Ch. 11	740 0 0	18	5 5 10
99	Freshwater - N. 10	180 0 0	117	42 2 7
99	Godshill (I. of W.) - P. 4	- - -	72	16 13 10
97	Gosport (Preparatory) - N. *c*			
97	Gosport, Royal B. 5	- - -	79	39 8 10
97	Gosport, St. Matthew's N. 2	400 0 0	342	163 4 8
97	Gosport, Holy Trinity - Ch. 2	47 10 0	156	74 15 0
118	Grateley - Ch.	40 0 0		
110	Hambledon N. 4	226 0 0	79	39 3 10
106	Hamble-le-Rice N.	53 0 0		
	Hants Reformatory.			
119	Hannington N.	60 0 0		
116	Hartley Wespall - - Ch. 12	- - -	66	33 14 4
			14	5 0 0
115	Hartley Wintney - Ch. 3	75 16 4	133	53 4 7
95	Havant - B. *b*	*75 0 0		
95	Havant and Bedhampton N. 7	98 4 6	188	31 14 3
99	Havenstreet N. 3			
112	Hawkley - Ch.			
95	Hayling - Ch. 7	- - -	64	30 7 2
			19	1 15 0
41	Headley - N.	*42 0 0		
41	Headley Endowed - - 1	22 0 0		
99	Helen's, St. (I. of W.) - N.	333 18 0		
101	Holdenhurst N.	45 0 0		
116	Hook - - N. 3	135 3 8	66	30 2 5
100	Hordle - N. 2	348 18 3	50	22 13 3
111	Horndean - Ch. 1	271 0 0	69	38 19 10
109	Hursley, Boys Ch. 6	- - -	40	11 3 1
109	Hursley, Girls N. 6	- - -	37	19 16 0
117	Hurstbourne Priors, Earl of Portsmouth's - - 7	- - -	88	47 17 3
118	Hurstbourne Tarrant - N.	150 0 0		
103	Hyde - - N. 4	- - -	62	30 4 3
119	Kingsclere, Boys, - - Ch. 7	279 4 0	64	25 18 0
119	‡Kingsclere, Girls - - N.			
119	Kingsclere, Woodlands Ch. 7	117 13 6	42	15 16 4
41	Kingsley - N.	73 0 0		
108	King's Somborne - N. 7	481 9 8	99	46 6 4
96	Kingston Cross, School of Industry - - N.	*62 10 0		
109	Kingsworthy N. 6	294 0 0	39	20 18 8
96	Landport, Lancasterian - 5	- - -	79	23 8 11
96	Landport, St. Luke's - N. 5	- - -	390	180 7 3
96	Landport - W. 5	- - -	302	150 1 10
117	Laverstoke Ch.			
99	Lock's Green (I. of W.) - Ch. 10	- - -	55	31 11 6
104	Longdown - N.	170 0 0		
108	Longstock - N. *b*			
100	Lymington - N. 2	*150 0 0	189	91 9 2
100	Lymington - B. 5	- - -	173	86 13 10
104	Lyndhurst - N. 12	325 6 0	113	44 6 10
112	Lyss - - N.	*30 0 0		

a School extinct. *b* School closed. *c* Merged into Gosport, Holy Trinity, N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	HANTS—*cont.*	£ s. d.		£ s. d.
116	Mapledurwell N.	42 10 0		
109	Martyr-Worthy N.	170 0 0		
114	Medsted - N. 2	54 0 0	26	5 5 7
112	Meon, East N. 1	223 8 9	99	51 6 0
110	Meonstoke - N. 4	45 0 0	34	13 5 4
110	Meon, West N. 1	229 10 0	110	57 19 4
100	Milford - N. 2	52 15 0	66	28 13 6
106	Millbrook Ch. 11	- - -	90	46 7 5
100	Milton - N.	*50 0 0		
	" - "	41 16 0		
101	Moordown - N. 4	- - -	39	16 1 4
			5	0 12 6
126	Mortimer, West End - - Ch. 1	- - -	26	10 17 9
104	Netley, St. Matthew's N. 11	124 0 0	55	28 3 10
99	Newport (I. of W.) - N. 10	47 5 6	179	108 11 8
99	Newport (I. of W.) - B.	*100 0 0		
	" - "	100 0 0		
110	Newtown - N. 4	19 16 5	46	26 13 6
114	Newton Valence, Infants - - N. *a*			
99	Niton (I. of W.) - - N.			
105	Northam (Ch. Ch.) - N. 9	800 0 0	261	115 19 2
99	Northwood (I. of W.) - N. 10	- - -	77	35 9 2
107	Nursling - Ch. 12	- - -	59	31 5 7
99	Oakfield, St. John's (I. of W.) - N.	387 5 0	157	41 2 10
			15	4 12 6
115	Odiham - N. 3	*120 0 0	170	71 15 6
	" - "	46 0 8		
117	Overton - N.	*77 0 0		
	" - "	306 0 0		
109	Owslebury - N.	34 0 0		
101	Parley, East N. 4	- - -	44	18 6 8
			7	1 15 10
112	Petersfield - B. 5	- - -	131	75 4 0
112	Petersfield - N. 1	*126 0 0	136	78 8 0
	" - "	847 0 0		
101	Pokesdown - N. 4	- - -	41	18 12 4
98	Porchester - N.			
96	Portsea, All Saints' - N. 5	321 10 0	508	202 16 11
96	Portsea, Beneficial Society's 5	*140 0 0	283	115 19 5
96	Portsea, Free N.	503 0 0		
96	Portsea Island U.			
96	Portsea - R. 7	- - -	80	46 12 10
96	Portsea Town, St. John's and Trinity, Boys - - N. 5	483 6 8	95	40 13 7
96	Portsea Town, Trinity, Mixed - N. 5		77	34 6 0
96	Portsea, St. John's, Girls and Infants - - N. 5	- - -	101	36 3 6
96	Portsmouth N. 5	100 0 0	245	109 2 5
96	Portsmouth, Royal Victoria, Infants - - -	123 0 0		
116	Preston Candover - N. 12	- - -	55	19 1 11
106	Redbridge, Girls Ch. 11	-	81	37 12 0
95	Redhill, St. John's - N.	108 0 0		
102	Ringwood - N. 4	485 0 0	235	90 12 3
107	Romsey - N. 12	95 15 6	305	252 12 5
			58	23 13 4
107	Romsey - B. 5	443 10 0	234	122 8 0
			53	17 7 6
109	Rownhams - N. 11	- - -	66	32 6 8
99	Ryde (I. of W.) N. 3	936 13 4		
99	Ryde (I. of W.) B. 5	207 0 0	100	48 16 0
99	Ryde (I. of W.), Infants - Ch. 3			
99	Ryde (I. of W.), Trinity N. 3			
99	Sandown (I. of W.) - - N. 4	590 0 0	145	66 11 4
98	Sarisbury, St. Paul's - N. 2	62 0 0	55	26 12 7
114	Selborne - N. 2	73 0 0	54	22 0 0
			22	7 5 0
99	Shalfleet (I. of W.) - Ch. 10	117 0 0	47	30 3 6
116	Sherborne, St. John's - Ch. 12	- - -	71	22 6 8
			14	4 10 0
107	Sherfield-English - N.	60 0 0		
116	Sherfield-on-Loddon, Endowed - 12	- - -	79	26 8 0
110	Shidfield - N. 3	114 0 0	62	27 18 4
106	Shirley - N. 11	- - -	238	145 2 2
106	Sholing Common - - N. 11	- - -	135	72 0 10
			22	2 15 0
110	Soberton - N. 4	- - -	52	31 14 2
105	Southampton, All Saints' N. 9	565 0 0	255	112 15 2
105	Southampton, Bedford Place N.	*100 0 0		
105	Southampton B.	*215 0 0		
105	Southampton, Charlotte Place - - N.	300 0 0		
105	Southampton, Holy Rhood N. 5	206 0 0	96	28 9 4
105	Southampton, U.			
105	Southampton, St. George's Place (Houndwell), Ragged	268 15 0		
105	Southampton, St. James'- N. 5	- - -	121	42 4 3
			13	4 17 6
105	Southampton, St. Luke's, New Town District - N. 9	- - -	220	111 19 4

a Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	HANTS—*cont.*	£ s. d.		£ s. d.
105	Southampton, St. Mary's (Crabniton District) - N. 9	745 0 0	98	48 2 0
105	Southampton, St. Mary's, Grove St. - N. 9	559 0 0	468	221 15 8
106	Southampton, St. Mary's, Extra (Pear Tree Green) N.	311 0 0		
105	Southampton, St. Michael's N.	371 5 0		
105	Southampton, St. Paul's - N. 5	- - -	43	14 18 1
105	Southampton, St. Peter's - Ch. 9	- - -	80	42 1 8
105	Southampton, Holy Trinity District - N. 9	748 10 0	287	135 3 8
105	Southampton W. 5	- - -	90	43 5 10
96	Southsea, St. Jude's - N. 5	390 0 0	222	80 15 4
96	Southsea, St. Paul's - N. 5	366 10 0	206	91 8 8
			16	6 10 0
109	Sparsholt - N.	32 0 0		
112	Steep - - N.	45 0 0		
108	Stockbridge, N. 7	- - -	97	36 10 6
106	Stoneham, South, Portswood and Highfield - N. 11	268 13 8	129	55 14 6
113	Sutton Bishop N.	294 6 0		
41	Sutton, Long N.	66 0 0		
110	Swanmore - N. 4	226 17 6	69	38 16 8
100	Sway - - N.	50 0 0		
107	Timsbury - N. 12	53 0 0	32	13 13 6
114	Tisted, East N. 2	- - -	43	20 18 2
			10	1 5 0
113	Titchborne - N. 3	45 0 0	39	20 1 2
98	Titchfield - N. 2	- - -	160	71 15 8
104	Totton - - B. 5	*50 0 0	73	40 0 10
109	Twyford - N. 6	430 0 0	78	39 1 10
			21	7 5 10
108	Tytherley, East, Endowed - Ch. 7	- - -	74	*a*
108	Tytherley, West - - N. 7	- - -	72	37 4 4
			20	7 6 8
110	Upham - N. 7	47 0 0	40	24 8 9
			8	1 0 0
99	Ventnor - N. 4	939 12 0	238	116 4 8
99	Ventnor Literary Institution - 6	- - -	127	59 11 2
118	Vernham, Dean Gillam's - - 7	- - -	60	18 11 6
108	Wallop, Nether - - N.	*46 0 0		
108	Wallop, Over, Ch. 7	- - -	60	20 3 8
110	Waltham, Bishop's - N. 4	- - -	111	43 2 10
116	Waltham, North - N. 12	35 0 0	52	18 1 10
95	Warblington and Emsworth - N. 7	*126 0 0	143	70 5 10
	" - "	129 0 0	36	10 6 8
	" - "	- - -	—	320 0 0
95	Warblington and Emsworth, Infant - - N. 7	95 0 0		
110	Warnford Park - - N. 1			
107	Wellow - N. *c*			
106	Westend, St. James' - N. 3	*72 0 0	103	28 17 1
118	Weyhill - Ch.	102 5 0		
99	Whippingham (Isle of Wight) - N. 10	106 0 0	63	32 3 0
			7	2 4 2
117	Whitchurch N. 7	282 0 0	98	42 11 4
117	Whitchurch W. *d*			
99	Whitwell (Isle of Wight) - N. 4	- - -	44	18 10 4
98	Wickham - N. 3	- - -	56	25 6 4
99	Wight, Isle of U.			
109	Winchester, Central - N. 6	- - -	254	123 19 10
			24	6 10 0
109	Winchester, St. Bartholomew's N. 6	141 8 6	120	56 15 0
109	Winchester, St. John's - N. 6	3 0 0	103	38 6 4
109	Winchester, St. Michael's Practising N. 6	443 19 8	40	13 8 0
109	Winchester, St. Peter's - N. 6	125 0 0	66	30 5 4
109	Winchester, St. Thomas' N. 6	200 0 0	121	60 5 4
109	Winchester, Trinity - N. 6	303 16 6	196	101 15 0
115	Winchfield - Ch.	122 15 0		
109	Wonston - P. 6	- - -	87	43 19 0
119	Woodhay, East - - N. 7	*50 0 0	90	50 6 4
	" - "	46 0 0		
119	Woolton Hill, N. and Indust. 7	90 10 0	76	39 11 2
			14	5 0 0
99	Wootton Bridge - Ch. 10	- - -	66	9 4 9
116	Wootton, St. Lawrence - Ch. 12	- - -	51	19 9 9
116	Worting - N. 12	- - -	63	27 1 6
98	Wymering and Widley N. 3	130 0 0	135	59 5 10
99	Yarmouth (Isle of Wight) - N. 10	438 0 0	149	100 16 0
41	Yateley - N. 3	*50 0 0	72	29 18 11
	" - "	143 19 7	8	2 5 10

a Grant refused under Article 52 *d*. *b* Retiring pension. *c* Removed from inspection.
d No school for some years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	HEREFORDSHIRE.			
349	Almeley - N.	5 0 0		
346	Ashperton and Canon Frome - N. 3	253 0 0	66	32 16 10
347	‡Ballingham N. *a*			
348	Belmont, St. Michael's - R. 7 *b*			
348	Birch, Little Ch. 2			
350	Bishop's Frome N. 4	170 0 0	62	26 17 0
347	Bishopswood N. 5	- - -	32	4 11 9
346	Bosbury, Boys - - N. 5		30	*c*
346	Bosbury, Girls - - N. 5	118 10 0	31	14 13 4
347	Brampton Abbots - Ch.	100 0 0		
604	Brampton Brian - N. 4	- - -	72	28 0 0
602	Bredwardine 7	- - -	65	*c*
347	Bridstow - N.	90 0 0		
335	Brimfield - N. 2	263 10 0	32	2 14 3
350	Bromyard - B. 1	- - -	57	34 12 10
350	Bromyard, Infants - N.	28 6 8		
350	Bromyard - N. 5	254 0 0	98	36 18 8
347	Caple, King's N.	35 0 0		
348	Clehonger - Ch. 6	- - -	45	3 15 0
602	Clifford, Endowed - N.	*50 0 0		
	"	20 15 4		
350	Cowarne, Central - - N. 5	370 0 0	37	14 19 4
350	Cradley - N. 5	285 15 0	74	41 7 2
351	Croft and Yarpole - N.			
349	Dilwyn - N. 4	157 0 0	66	24 2 8
348	Dynedor - N.	*35 0 0		
603	Eardisley - N. 3	256 0 0	75	43 3 10
			30	7 15 0
346	Eastnor - P. 2	- - -	54	20 10 4
348	Eaton, Bishop N. 2	110 0 0		
348	Ewyas Harold - - N. 2	56 0 0	30	7 14 0
351	Eyton - - Ch. 2	- - -	25	8 8 10
347	Goodrich - N. 5	373 14 0	66	28 2 6
347	Hentland and Hoarwithy P. 5	- - -	42	21 3 7
348	Hereford, Blue Coat - N. 4	87 0 0	208	18 15 0
348	Hereford, St. Martin's - N. 2	438 0 0	105	47 5 0
348	Hereford, St. Nicholas' - N. 3	- - -	110	56 8 6
348	Hereford, St. Peter's - N.	*290 0 0		
	" - "	58 0 0		
348	Hereford, Scudamore's Charity - N. 4	556 0 0	173	83 1 2
348	Holmer and Huntington N. 1	208 0 0	65	31 19 4
351	Hope, Upper Hill - - N. 3	225 16 1	28	8 17 7

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	HEREFORD—*cont.*	£ s. d.		£ s. d.
351	Ivington, St. John's - N.	80 5 0		
348	Kentchurch, Endowed - N.	45 0 0		
351	Kingsland - N.	75 0 0		
348	Kingston and Thruxton - N. 3	90 0 0	30	13 1 0
603	Kington - N. 4	*150 0 0	142	67 19 0
349	Kinnersley - Ch.	88 0 0		
346	Ledbury - N. 4	117 10 0	125	52 17 6
352	Leintwardine, Endowed, Free N. 4	313 4 4	100	18 15 0
351	Leominster - B. 1	- - -	130	64 14 6
351	Leominster - N. 3	906 0 0	213	102 14 8
347	Llangarren - Ch. 4	147 0 6	36	12 13 7
347	Llanwarne - Ch.	183 0 0		
348	Lugwardine Ch. 2	- - -	67	30 18 8
603	Lyonshall - P. 1			
348	Madley - N. 3	202 5 0	57	31 1 4
603	Mahollem - 1			
349	Mansel-Lacey N. 5	172 5 0	44	23 2 6
351	Monkland - N.	108 0 0		
348	Mordiford - Ch. 3	- - -	40	19 4 10
348	Much Dewchurch - N.			
346	Much Marcle N. 5	237 0 0	56	22 10 8
348	Orcop - - N.	288 0 0		
351	Orleton - N. 2	312 0 0		
603	Pembridge - N. 3	373 18 0	78	*c*
349	Preston and Blakemere N.	132 0 0		
347	Ross and Archenfield, (Royal Victoria) - - B. 1	*200 0 0	116	47 0 6
	" - "	368 10 0		
351	Stoke Prior - N.	50 5 0		
348	Stretton Sugwas - - N. 2	230 18 0	45	20 8 4
347	Upton, Bishop N. 2	- - -	34	15 12 4
349	Weobley - N. 5	269 0 0	64	18 18 8
347	Weonard's, St. - - N.	82 0 0		
350	Whitbourne Ch.	164 0 0		
577	Whitchurch N. 5	318 0 0	56	31 13 10
602	Whitney - N.	42 0 0		
352	Wigmore - N. 4	185 0 0	36	14 0 11
348	Wormbridge N. 2	- - -	34	10 19 6
346	Yarkhill - N.	132 10 0		
	HERTFORDSHIRE.			
145	Abbots-Langley N. 2	468 18 0	96	24 9 8
144	Alban's, St. - N.	*50 0 0		
	" - "	79 0 0		
144	Alban's, St. - B. 2	- - -	67	27 0 0
144	Alban's, St., Ch. Ch. (Cross Street), Infants - - 2	- - -	68	34 18 10
144	Alban's, St., St. Michael's, Infants - N. *a*			
144	Alban's, St., St. Peter's - Ch. 2	168 0 0	140	65 6 6

a Removed from inspection. *b* Inspection declined for 1867. *c* Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	HERTFORD—*cont.*	£ s. d.		£ s. d.
139	Albury - Ch. 3	- - -	78	31 19 0
147	Aldbury - Ch. 7	- - -	56	25 0 8
			16	3 15 0
138	Amwell, Great N. 7	24 13 4	41	21 9 8
140	Anstey - N.	111 4 0		
140	Ardeley - N. 4	*40 0 0		*a*
	„ - „	234 0 0		
140	Ashwell (New) N. *b*			
140	Aspeden, Endowed - N. 6	61 15 11	61	27 13 3
141	Baldock - N.	*200 0 0		
141	Baldock - B. 3	*60 0 0	64	32 17 2
	„ - „	46 0 0		
136	Barham Wood - B.			
140	Barley - N. 4	- - -	97	38 6 8
136	Barnet, Chipping - N.	60 0 0		
142	Bayford - N. 6	110 0 0	51	26 0 2
146	Beechwood - N.			
142	Bengeo - N. 7	496 14 0	108	49 9 4
142	Bennington N.	45 0 0		
147	Berkhampstead, Great, and North Church - N. 2	*100 0 0	76	30 14 0
	„ „ „	140 0 0		
147	Berkhampstead, Great B.	*130 0 0		
139	Bishop's Stortford - N. 3	- - -	73	16 13 8
139	Bishop's Stortford, New Town - N.			
139	Bishop's Stortford (Rochester Diocesan), Model - 3	433 0 0	110	48 3 10
139	Bishop's Stortford - B. 3	317 13 9	139	66 7 6
			23	7 4 2
146	Bovingdon - Ch. 1	- - -	88	45 16 4
146	Boxmoor - N. 2	88 2 9	108	45 10 1
				*c*20 0 0
142	Bramfield - N. 3	- - -	33	16 1 8
141	Breachwood Green - N. 3	195 0 0	40	19 19 8
139	Brent-Pelham N.	50 0 0		
138	Broxbourne Bury - Ch.			
138	Broxbourne, Free - N. 3	- - -	30	7 9 2
			9	2 2 6
140	Buckland - N.	90 0 0		
140	Buntingford N.	120 8 4		
142	Burnham Green N.	50 0 0		
145	Bushey - B. 2	172 14 0	132	65 8 0
137	Cheshunt - B. 3	264 0 0	59	22 13 8
137	Cheshunt, Dewhurst's Charity - N.			
137	Cheshunt (Vicarage), Girls N. 3	- - -	52	21 12 0
137	Cheshunt (Vicarage), Infants - - N. 3	- - -	72	31 14 0

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	HERTFORD—*cont.*	£ s. d.		£ s. d.
146	Chipperfield N. 1	50 10 0	51	23 6 8
141	Clothall - Ch. 3	163 0 0	33	17 11 4
141	Codicote - N. 10	850 0 0	155	85 5 0
			16	5 5 0
136	Colney - - N. 10	- - -	82	38 2 6
144	Colney Street (Frogmore) Ch. 1	- - -	38	16 7 6
143	‡Cromer Hyde - - N.			
142	Datchworth N. 10	- - -	49	16 4 8
146	Flaunden, Mixed - Ch. 10	- - -	30	12 1 11
146	Frogmoor End Ch. 2	539 14 0	143	65 1 4
139	Furneaux-Pelham - N. 3	75 0 0	55	28 14 8
146	Gaddesdon, Great - N.	181 16 0		
139	Hadham, Little - N. 4	- - -	61	29 10 2
139	Hadham, Little - B.	*40 0 0		
144	Harpenden - N. 4	- - -	80	39 5 10
144	Harpenden, Boys and Girls - - B. 3	116 1 6	98	55 10 8
144	Harpenden, Infants - B. 3	- - -	75	29 5 8
143	Hatfield - N. 10	- - -	211	85 16 6
			29	7 5 10
146	Hemel Hempstead, Boys Ch. 2	843 10 0	79	33 16 4
146	Hemel Hempstead, Girls N. *b*			
146	Hemel Hempstead, Inf. - Ch. 2	- - -	83	38 16 6
146	Hemel Hempstead, Royal B. 2	*150 0 0	71	26 9 4
142	Hertford, Abel Smith's Memorial - N. 7	512 0 0	97	32 19 5
142	Hertford, All Saints', Girls, Industrial - N.	40 0 0		
142	Hertford, All Saints', Infants - - N. 6	85 3 0	95	39 2 0
142	Hertford - B. 3	250 6 3	139	69 10 2
142	Hertford (Cowper's Testimonial) - Ch. 7	84 0 0	63	14 8 8
142	Hertford, Green Coat, Endowed - N. 6	- - -	47	*d*
142	Hertford Heath N. 4	*75 0 0	56	24 15 10
	„ „	41 12 0		
142	Hertford, St. Andrew's - N. *e*			
142	Hertingfordbury - - Ch.			
138	High Cross, Boys - - N. 7	- - -	42	20 4 0
			22	5 18 4
139	High Wych N. 4	- - -	107	48 18 6
141	Hitchin - B. 5	*175 0 0	138	20 6 11
	„ - „	200 0 0	28	9 6 8

a Inspection for 1867 declined. *b* Removed from inspection. *c* Retiring pension.
d Grant refused under Article 52 *d*. *e* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	HERTFORD—*cont.*	£ s. d.		£ s. d.
141	Hitchin, Girls and Infants B. 5	1,055 0 0	140	62 9 2
141	Hitchin, St. Andrew's - N.	300 0 0		
141	Hitchin, St. Mary's - N. 4	1,540 0 0	241	130 5 6
			51	16 10 10
139	Hockerill, Boys - - N. 4	- - -	49	24 14 8
138	Hoddesdon - N. 3	180 0 0	33	10 17 2
138	Hoddesdon, Boys - - B. 3	- - -	45	27 1 4
138	Hoddesdon, Girls and Infants - 3	- - -	69	34 8 10
138	Hoddesdon, Easter Jones' Charity - Ch.	279 0 0		
140	Hormead, Great - - N.	100 0 0		
138	Hunsdon - Ch.			
141	Ickleford - N. 4	*50 0 0	81	40 5 6
	„ „	201 0 0		
141	Ippolyt's, St. N. 4	137 15 0	58	28 16 6
140	Kelshall - Ch. *a*			
184	Kensworth - N. 5	150 0 0	48	24 17 6
			13	3 2 6
141	Kimpton - P. 4	540 0 0	98	48 1 4
146	Kings-Langley - - N. 2	*66 0 0	120	58 14 8
	„ „	127 0 0		
145	Leavesden - N. 2	40 0 0	47	22 18 8
146	Leverstock Green - N. 2	- - -	51	24 7 4
143	Mimms, North N. 10	- - -	*b*	
			60	*c* 20 0 0
139	Much Hadham - N. 4	- - -	117	49 18 4
138	Munden, Great N.	75 0 0		
138	Munden, Little N. 7	- - -	59	14 0 8
143	Northaw - N. 10	124 0 0	78	42 10 8
147	Northchurch, Infants - N. *a*			
141	Pirton - - N.	129 3 10		
147	Potten End N. 1	- - -	—	*d*
138	Puckeridge - Ch. 6	- - -	30	13 8 10
144	Redbourn - N. 2	199 0 0	89	44 15 10
145	Rickmansworth - N. 10	238 0 0	125	37 8 7
			43	11 0 10
140	Royston - N. 4	94 10 0	113	56 7 2
140	Royston - B. 3	75 0 0	62	32 4 0
140	Royston, Infants - - B. 3	- - -	63	28 1 0
140	Sandon - N.	*40 0 0		
	„ „	86 5 0		
145	Sarratt - N. 10	171 0 0	52	19 3 0
139	Sawbridgeworth N. 3	- - -	111	56 0 8
136	Shenley - N. 10	352 0 0	125	60 19 0
			13	4 0 10
141	Shephall - Ch. 4	- - -	32	21 16 6
138	Standon, Endowed - Ch. 7	- - -	33	*b*
			6	0 7 6
138	Stanstead Abbot's - Ch.			
144	Stephen's, St., and Frogmore - N. 2	- - -	63	32 0 0
141	Stevenage - N.	*92 0 0		
	„ - „	87 0 0		
141	Stevenage, Infants - N. 3	- - -	69	31 10 0
140	Therfield - N. 3	128 0 0	66	28 4 8
136	Totteridge - N. 10	- - -	28	13 6 0
			3	1 7 6
147	Tring - - N. 1	182 0 0	95	39 5 0
138	Wadesmill, Infants - N. 6	- - -	41	19 6 6
141	Walden, St. Paul's - Ch.			
142	Walkern - N. 4	13 0 0	101	46 4 0
137	Waltham Cross, Trinity, Girls and Infants 2	- - -	91	37 2 6
138	Ware - - N. 7	490 0 0	145	67 2 8
138	Ware - - B. 7	*75 0 0	63	32 15 8
			242	105 16 4
138	Ware, Ch. Ch. N. 6	- - -	57	13 4 2
145	Watford - N. 2	*60 0 0	107	44 18 0
	„ - „	130 0 0	33	4 2 6
145	Watford Heath Ch. *e*	82 0 0		
145	Watford, Infants - 2	- - -	77	35 19 2
142	Watton - N. 3	- - -	105	49 2 10
143	Welwyn - N. 4	957 0 0	129	31 3 0
140	Westmill - N.			
141	Weston - N. 5	- - -	70	32 8 10
144	Wheathampstead - N. 10	282 11 3	127	60 7 8
141	Willian - N.	65 0 0		
147	Wilstone Village - Ch. 5	100 0 0	30	10 7 2
143	Woodhill - N. 10	350 0 0	56	33 19 10
138	Wormley - N. 2	- - -	55	13 17 3
141	Wymondley, Great - N.	60 0 0		
	HUNTINGDON.			
178	Abbotsley - N. 3	42 0 0	67	34 8 4
176	Alconbury - N.	75 0 0		
175	Alwalton, Earl Fitzwilliam's *a*			
177	Bluntisham N.	47 0 0		
176	Brampton - Ch.			
177	Broughton - N.	60 0 0		
173	Bythorn - N. 1	204 0 0	31	8 14 6
178	Catworth, Great N.	42 0 0		
177	Earith - - B. 3	100 0 0	127	30 8 0
175	Farcet - - N. 3	136 4 6	47	11 14 10
177	Fen Stanton Ch. 3	144 0 0	100	23 14 8
175	Fletton, New B.	364 10 0		
176	Godmanchester - - B. 7	- - -	71	14 13 4
176	Godmanchester (Girls and Infants) - N. 6	- - -	88	34 1 2
185	Gransden, Great - - N. 1	- - -	72	32 16 2

a Removed from inspection.
b Grant refused under Article 52 *d*.
c Retiring pension.
d Grant for 1867 unclaimed.
e School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid. £ s. d.
	HUNTINGDON—*cont.*			
176	Hamerton - Ch.			
177	Hemingford Green - N. 3	- - -	75	41 11 6
177	Hemingford Grey - - N.			
175	Holme - Ch.			
176	Huntingdon, Boys - - N. 3	32 0 0	72	37 6 8
176	Huntingdon, St. Germain St. - N. 6	- - -	39	8 12 1
176	Huntingdon (Girls and Infants) - N. 6	83 0 0	139	71 13 6
176	Huntingdon, Walden's, Charity - N.	- - -		
177	Ives, St. - N. 5	394 0 0	153	55 9 1
			17	3 17 6
177	Ives, St. - B. 3	- - -	152	64 7 10
178	Kimbolton - N. 7	- - -	59	26 13 2
			36	12 16 8
178	Neots, St. - B. *a*			
178	Neots, St., Free Charity (Boys) N. 6	250 12 0	283	130 18 4
178	Neots, St., Free Charity (Girls and Infants) - N. 6	166 4 4		
178	Neots, St. - W. 3	684 0 0	126	62 15 2
178	Offord Cluney N.	89 10 0		
175	Orton Longueville - Ch. 3	172 16 0	33	15 11 2
175	Orton Waterville - N.	63 0 0		
178	Paxton, Great - N. 10	- - -	50	12 9 10
176	Ramsey, Boys - Ch. 4	- - -	24	12 1 1
176	Ramsey, St. Mary's - Ch. 4	- - -	67	36 15 0
176	Ramsey - W. 4	- - -	61	26 1 0
176	Raveley, Great St. Andrews N. 4	- - -	38	6 14 5
176	Ripton, King's N.	40 0 0		
176	Sawtrey - N.	92 0 0		
176	Sawtrey - W.			
176	Spaldwick - N.	60 0 0		
175	Stanground - N. 2	65 0 0	66	36 13 4
176	Steeple Gidding - - N.			
175	Stilton - N. 4	145 0 0	53	26 0 4
			16	6 11 8
176	Stukeley, Great N.	45 0 0		
174	Thurning - N.	26 10 0		
176	Upwood - N. 4	- - -	68	37 11 3
177	Warboys, Female - N. 3	- - -	32	19 17 3
177	Warboys - N. 3	- - -	197	98 9 7
173	Weston, Old N. 1	50 0 0	30	7 7 9
			10	0 12 6
177	Wistow - N.	50 0 0		
177	Woodhurst - B. 4	- - -	69	34 3 6
	HUNTINGDON—*cont.*			
177	Woodhurst - N. 10	102 0 0	11	4 2 0
			15	3 7 3
176	Wood Walton Ch.	126 0 0		
175	Yaxley, Endowed - Ch.	128 0 0		
185	Yelling - Ch. 10	135 2 6	47	19 3 7
	KENT.			
64	Adisham - N. 5	88 17 6	38	19 7 2
63	Aldington - P. 3	- - -	62	29 19 4
72	Alkham - N. 7	- - -	37	18 16 8
61	Appledore and Ebony - N. 4	146 19 0	70	30 13 6
62	Ashford - N. 4	626 7 0	355	151 17 0
62	Ashford - B. 7	586 0 0	283	145 11 10
62	Ashford New Town (S.E. Rlwy.Co.'s) N. 6	- - -	368	207 16 4
57	Ashurst - N. 6	- - -	21	11 5 8
55	Aylesford - N. 2	- - -	51	17 11 1
			6	1 6 5
55	Aylesford, Educational Society's - N. 25	5 18 8	43	21 10 8
			6	1 8 4
55	Aylesford, Preston Hall, Infant - Ch. 2			
68	Bapchild and Tonge - N. 1	137 12 6	88	26 15 3
64	Barham - N. 5	486 0 0	114	52 11 6
			17	5 2 6
58	Barming - N. 3	315 0 0	77	34 4 6
			11	3 12 6
57	Basinghall, Infants - N. 6	- - -	202	94 13 2
58	Bearstead, United - N. 3	125 0 0	87	44 6 8
49	Beckenham N. 11	400 0 0	213	101 10 2
60	Benenden Mixed - N. 4	303 0 0	81	41 9 4
62	Bethersden - N. 4	182 1 ¾	75	31 10 0
50	Bexley - N. 11	*160 0 0	80	34 19 1
	" - "	70 0 0		
50	Bexley Heath N. 11			
57	Bidborough N.	178 0 0		
61	Biddenden - N. 4	162 0 0	92	39 19 2
			22	6 16 8
70	Birchington N.	129 5 0		
36	Blackheath, All Saints' (Girls and Infants) - N. 11	- - -	71	33 17 0
36	Blackheath Park - N. 11	- - -	72	43 3 1
36	Blackheath Park, Charity, Girls - 11	- - -	69	31 12 9
35	Blackheath, St. John's Ch. 11	- - -	66	36 10 1
68	Borden - N. 5	200 10 6	112	38 7 2
67	Boughton-under-Blean - N. 1	250 0 0	53	15 3 8

a School closed.

b Now amalgamated with Aylesford N. S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	KENT—*cont.*	£ s. d.		£ s. d.
59	Boughton Malherbe - N.	100 0 0		
58	Boughton Monchelsea, Mixed - 3	114 0 0	66 11	29 19 10 3 2 6
59	Boxley - N. 3	121 0 0	64	22 0 6
63	Brabourne - N.	102 0 0		
56	Brasted - N. 12	370 0 0	89 14	49 16 10 4 16 8
57	Brenchley - N. 3	236 10 0	171	85 19 4
74	Brenzett District - - N. 4	100 0 0	61	0 15 0
57	Brightridge, Infant - 6	- - -	63	33 1 10
70	Broadstairs N. 4	*145 0 0	33	12 8 5
49	Bromley - N. 11	1,100 0 0	263 50	132 3 11 15 10 0
49	Bromley Common - N. 11	202 0 0	39	17 13 4
54	Brompton - N. 1	446 5 0		
54	Brompton, New - Ch. 1	- - -		
54	Brompton, St. Michael's R. 5	- - -	69 19	37 14 4 7 14 2
72	Buckland (Dover) (1) N.	81 0 0		
72	Buckland (Dover) (2) N. 7	705 0 0	180	88 9 4
36	Burrage Town (Plumstead) B. 1	- - -	166	74 3 4
65	Canterbury - B.	293 10 0		
65	Canterbury, Broad St., Model - N. 6	720 0 0	68	*a*
66	Canterbury St. Dunstan's N. 6	347 0 0	172	75 9 5
65	Canterbury, St. George the Martyr and St. Mary Magdalene N. 6	165 0 0	69	26 2 0
65	Canterbury, St. Mildreds N. 6	400 0 0	187 45	70 2 9 12 5 10
65	Canterbury, St. Martin's and St. Paul's N. 6	80 0 0	130	56 2 10
63	Challock - N. 5	81 0 0	44	24 8 11
62	Charing - N. 4	- - -	32	*b*
72	Charlton by Dover - N. 7	25 6 6	61	29 8 10
36	Charlton, St. Luke's (nr. Woolwich) N. 9	609 8 0	294	141 5 0
62	Chart, Great N. 4	72 0 0	57	28 10 6
59	Chart Sutton N. 3	- - -	38	21 18 4
54	Chatham - P. 1	740 0 0		
54	Chatham, James St. - N. *c*			
54	Chatham, St. Aloyzius' - R. 5	- - -	101	51 4 8
54	Chatham, St. John's - N. 1	455 0 0		
54	Chatham, St. John's, Infant - - N. 1	249 0 0		

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	KENT—*cont.*	£ s. d.		£ s. d.
54	Chatham, St. Paul's - N. 1	733 0 0		
49	Chelsfield - Ch. 2	186 17 6		
73	Cheriton and Newington N.	165 0 0		
56	Chevening - N. 12	- - -	58	31 19 2
56	Chiddingstone - - N. 3	98 0 0	57	27 8 6
63	Chilham - N. 4	236 0 0	69	38 4 0
49	Chiselhurst - N. 11			
66	Chislet - N.	220 12 6		
52	Cliffe - - N. 2	200 0 0	82	38 14 0
60	Cranbrook - N. 3	416 0 0	160	81 10 2
60	Cranbrook, Milkhouse Street (Trinity District), Sunday and Infant - - N.	96 0 0		
49	Cray (Paul's) N.	*30 0 0		
49	Cray, St. Mary - - R. 4	- - -	41	18 10 4
50	Crayford - N. 11	285 0 0	228	103 4 10
50	Crayford - R. 4	- - -	42	22 10 6
50	Crockenhill N. 2	229 10 0		
56	Crockham - Ch. 7	- - -	74 8	42 13 4 2 18 4
49	Cudham - N. 11	101 5 0		
52	Cuxton - N.	130 6 8		
50	Dartford - N. 11	- - -	49	16 7 0
50	Dartford, Infants - 11	- - -	145	73 7 10
50	Dartford, Boys - W. 4	- - -	78	47 10 8
50	Dartford, Waterside - W. 4	- - -	84	39 17 4
71	Deal - - P. 7	422 16 8	192	88 8 2
71	Deal, Infant - - N. *d*			
71	Deal, St. George's District - N. 7	- - -	137	63 19 0
71	Deal - - W. 4	673 4 0	193	90 15 0
35	Deptford, Mary Ann's Buildings - W. 3	- - -	69	33 15 11
35	Deptford, New Street B. 1	110 0 0		
35	Deptford - R.			
35	Deptford, St. John's - N. 10	1,599 14 0	470 30	166 15 2 9 1 8
35	Deptford, St. Nicholas' - N.	*50 0 0 20 0 0		
35	Deptford, St. Paul's - N. 10	683 19 6	465 20	182 16 9 2 10 0
59	Detling - N. 3	163 4 0	36	7 0 0
55	Ditton - Ch. 3	- - -	27	3 18 2
72	Dover - - B. 7	*437 0 0 54 15 0	205	112 10 6
72	Dover, East Cliff - - N.			
72	Dover, Home for Young Women.			
72	Dover - - R. 5	- - -	32	18 15 4

a Grant refused under Article 51 *e*.
b Grant refused under Article 52 *d*.
c School no longer exists.
d Amalgamated with Deal, St. George's District, N.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	KENT—*cont.*	£ s. d.		£ s. d.
72	Dover, St. James' - N. 7	- - -	190	71 10 5
72	Dover, Trinity N. 7	190 15 5	169	63 8 2
49	Downe - N.			
67	Dunkirk - N. 1	116 13 4	93	37 18 8
74	Dymchurch N. 4	226 11 3	57	25 17 2
69	Eastchurch District - N. 2	- - -	60	19 4 6
71	Eastry - N. 6	333 0 0	110	44 17 4
56	Edenbridge - N. 12	200 0 0	95	53 3 6
56	Edenbridge - B. 7	- - -	86	41 9 10
62	Egerton, St. James' - N. 4	134 12 0	73	36 13 8
73	Elham - - N. 5	60 0 0	74	28 15 0
73	Elham - - B. *a*			
73	Elham - - W. 7	- - -	87	54 1 8
36	Eltham - N. 10	176 15 0	218	98 6 4
50	Erith - - N. 2	144 0 0	72	19 2 0
50	Eynsford - N. 2	*70 0 0		
50	Eynsford - B. 4	- - -	36	15 11 2
58	Farleigh, East N. 3	*34 0 0	115	56 1 6
	" " "	265 0 0		
58	Farleigh, West - N. 3	- - -	32	18 9 5
67	Faversham District - N. 5	- - -	738	356 8 2
			32	8 16 8
67	Faversham - B. 7	- - -	170	90 19 0
50	Fawkham, Hartley, and Longfield - N.	35 0 0		
73	Folkestone - B. 7	261 12 8	245	114 7 10
73	Folkestone, Ch. Ch. - N. 7	94 0 0	147	56 9 2
73	Folkestone, St. Mary and St. Eanswith - N. 7	561 7 6	259	98 13 1
56	Fordcombe Ch. 3	- - -	38	19 15 0
36	Forest Hill, Ch. Ch. - N. 11	916 0 0	178	83 15 5
60	Frittenden - N. 3	65 0 0	74	37 18 8
70	Garlinge, St. James' - N. 4	169 0 0	54	31 7 10
54	Gillingham - N. 1	- - -	57	24 2 0
56	Godden Green District - N. 12			
63	Godmersham N. 4	- - -	36	21 13 2
71	Goodnestone N. 6	- - -	43	18 14 4
53	Graine (Isle of), St. James' - N. 2	- - -	41	20 11 10
51	Gravesend and Milton N. 2	*490 0 0	157	63 12 0
	" "	100 0 0		
51	Gravesend, Princes St. Chapel - B. 4	- - -	199	106 12 8
51	Gravesend and Milton, Peacock St. B. 4	- - -	107	54 5 0
51	Gravesend, St. George's and St. James' Infant - - N. 2	200 0 0	161	39 19 5

a Merged into Wesleyan School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	KENT—*cont.*	£ s. d.		£ s. d.
50	Greenhithe, Galley Hill B. 4	- - -	155	79 0 6
49	Green Street Green - Ch. 2	42 10 0		
35	Greenwich - N.	*33 0 0		
35	Greenwich, Central or West, Infants 10	- - -	114	47 1 6
35	Greenwich and Deptford Female Home.			
35	Greenwich, East Branch, Sunday and Infant - N.	200 0 0		
35	Greenwich, George St. W. 1	- - -	96	39 17 10
35	Greenwich - U.			
35	Greenwich, Roan's Charity (East Branch), Grey Coat.			
35	Greenwich, Roan's Charity (West Branch), Grey Coat - 10	- - -	176	*b*
35	Greenwich Reformatory.			
35	Greenwich, St. Ann's Crooms Hill Industrial - R.			
35	Greenwich, St Peter's N. 10	- - -	340	112 8 10
35	Greenwich, Trinity, Maidenstone Hill - - N. 10	693 0 0	344	144 18 10
57	Groombridge N. 5	221 10 0	39	6 12 10
57	Hadlow - N. 3	437 0 0	148	63 17 3
63	Hamstreet - B. 7	- - -	55	18 18 9
64	Harbledown N.	111 10 0		
64	Hardres, Lower - N.	38 0 0		
59	Harrietsham Ch.	90 0 0		
60	Hawkhurst - N. 1	82 19 0	135	72 0 0
49	Hayes - - N. 11	- - -	67	30 18 9
59	‡Headcorn - N.			
66	Herne - - N.	260 15 0		
66	Herne Bay - Ch. 5	- - -	132	54 15 9
			9	2 14 2
52	Higham - N. 2	174 0 0	78	35 2 0
57	Hildenborough N.	126 0 0		
53	Hoo - - N.	*75 0 0		
50	Horton Kirby N.	170 0 0		
72	Hougham, Ch. Ch. - N. 7	300 0 0	176	78 13 6
73	Hythe - - N. 7	400 0 0	251	115 15 4
64	Ickham - Ch. 6	- - -	51	24 17 10
			16	4 18 4
56	Ide Hill - Ch. 12	- - -	63	30 17 8
			10	3 5 0
55	Ightham - N. 3	- - -	57	11 14 7
49	Keston - N. 11	212 8 0		

b Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	KENT—*cont.*	£ s. d.		£ s. d.
72	Kingsdown - P. 7	17 18 11	58	24 2 5
62	Kingsnorth - N.	102 2 6		
49	Knockholt - N.	362 0 0		
80	Lamberhurst N.	*59 0 0		
55	Larkfield - N. 3	197 0 0	101	55 15 10
70	Lawrence, St., (Ramsgate) N. 4	58 0 0	86	41 9 4
70	Lawrence, St., Trinity - Ch. 4	446 0 0	101	50 19 8
36	Lee - - N. 11	- - -	307	164 17 9
36	Lee, Boys - B. 1	- - -	56	35 17 4
36	Lee Chapel, Girls - - B. 1	- - -	45	15 14 5
59	Leeds - - N.			
59	Lenham - N. 4	105 0 0	68	9 6 4
36	Lewisham, Avenue Road - - W. 3	- - -	32	4 19 9
36	Lewisham Bridge - B. 1	- - -	150	69 2 8
35	Lewisham Road - B. 3	- - -	122	57 0 6
36	Lewisham, St. Mary's - N. 10	700 0 0	192	82 12 6
58	Loose - - N. 3	96 0 0	104	50 19 4
54	Luton (near Chatham) - N. 1	260 0 0	143 14	70 14 0 7 3 4
74	Lydd - - N. 4	200 0 0	87	41 8 11
73	Lyminge - N. 5	136 0 0	43	20 0 10
58	Maidstone, All Saints' - N. 6	684 2 6	300	144 8 7
58	Maidstone Heath, Infants - N. 6	177 15 0	25	9 3 7
58	Maidstone - U.			
58	Maidstone, St. Mary's - R. 5	- - -	44	22 3 10
58	Maidstone, St. Paul's - N. 6	630 0 0	317 22	143 1 6 8 13 4
58	Maidstone, St. Peter's - N. 6	428 12 6	182 13	85 3 10 6 2 6
58	Maidstone, St. Philip's N. 6	339 5 0	108	49 7 2
58	Maidstone, Trinity - N. 6	480 0 0	203	96 13 3
55	Malling, East N. 3	187 10 0	96	43 14 6
55	Malling, West, Endowed Boys and Girls - N. 3	272 6 8	121 20	50 4 10 6 13 4
58	Marden - N. 2	553 0 0	119 17	51 0 6 5 5 10
72	Margaret, St. (at Cliffe) - N.	40 0 0		
54	Margaret, St. (next Rochester) - N. 1	537 7 6		
70	Margate - B. 4	596 0 0	169	73 18 4
70	Margate, St. John's - N. 4	475 0 0	223 44	112 19 6 17 1 8
70	Margate, Trinity - N. 4	275 0 0	227	101 18 6
52	Meopham - N. 2	169 0 0	83 15	33 8 3 5 2 6
51	Milton, Ch. Ch. - - N. 2	- - -	138	36 1 4

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	KENT—*cont.*	£ s. d.		£ s. d.
68	Milton (nr. Sittingbourne) N. 1	300 0 0	38	0 17 6
70	Minster - N. 4	395 0 0	112	48 6 8
70	Monkton - N.			
68	Murston - N. 1	- - -	45	4 17 5
58	Nettlestead - N. 3	156 10 0	69	33 14 8
74	Newchurch - N.	40 0 0		
68	Newington - N. 1	105 0 0	77	19 19 0
71	Northbourne, St. Augustine's - N. 7	145 10 0	95	46 6 6
52	Northfleet - N. 2	*115 0 0	130	40 11 9
	" - -	25 0 0		
67	Ospringe - N. 1	- - -	84	13 8 0
57	Paddock Wood - N. 3	147 4 0	72	36 12 4
64	Patrixbourne and Bridge N.	120 0 0		
55	Peckham, East - N. 3	- - -	107	46 1 8
55	Peckham, East, Infant and Juvenile - 3	- - -	46	21 15 4
55	Peckham, West and Oxen Hoth- P. 3	- - -	44	24 14 2
57	Pembury - B. 7	- - -	48	23 4 0
56	Penshurst - N. 3	- - -	94	48 10 6
64	Petham - N.	70 0 0		
49	Plaistow, St. Mary's - Ch. 11	- - -	78	22 18 8
55	Platt, St. Mary N. 3	169 0 0	101	34 6 10
55	Plaxtol - N. 3	171 0 0	105	36 10 8
62	Pluckley - N. 4	102 7 3	72 9	45 3 6 3 2 6
36	Plumstead, Burrage Rd., Infants - 10	150 0 0	174	42 7 2
36	Plumstead, Central - Ch. 10	1,985 0 0	454	179 13 10
36	Plumstead, Central, East Plumstead Branch - Ch.			
36	Plumstead, East, Endowed - N.	a		
36	Plumstead Slade - Ch. 10	184 10 0	78	32 6 8
36	‡Plumstead, West, St. James' - N.			
71	Preston - N.	*25 0 0		
69	Queenboro' - N.	152 0 0		
68	Rainham - N. 1	217 0 0	177	44 7 1
70	Ramsgate, Ch. Ch. - N. 4	506 0 0	208	91 15 9
70	Ramsgate, Newcastle Hill, Infants.			
70	Ramsgate, St. Augustine's R. 5	- - -	42	20 4 6
70	Ramsgate, St. George's - N. 4	188 15 0	297	138 3 8
54	Rochester, St. Nicholas' - N. 1	680 0 0		

a Merged into Plumstead Central N.S

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	KENT—*cont.*	£ s. d.		£ s. d.
54	Rochester, St. Peter's, Boys, Girls, and Infants - - N. 1			
61	Rolvenden - N. 4	*100 0 0	46	6 17 3
74	Romney, New N. 4	126 10 0	110	59 11 6
52	Rosherville, St. Mark's - N. 2	- - -	84	32 2 2
57	Rusthall - N. 6	- - -	171	90 10 2
			30	10 13 4
73	Saltwood - N. 7	88 5 6	83	36 7 0
73	Sandgate - N. 7	275 0 0	145	67 1 3
60	Sandhurst - Ch. 1	- - -	87	50 19 6
56	Seal - - N. 12	166 5 0	56	22 10 0
73	Sellinge - N. 3	- - -	60	24 18 9
56	Sevenoaks, St. John's - N. 11	- - -	73	30 15 7
62	Shadoxhurst N.	30 0 0		
69	Sheerness - B.	*275 0 0		
69	Sheerness, Trinity - N. 5	*250 0 0	311	124 1 4
67	Sheldwich, The Leys, United N. 5	- - -	83	34 14 8
			a20 0 0	
55	Shipbourne - N. 3	210 0 0	52	30 7 10
36	Shooter's Hill N. 10	200 0 0	45	16 15 3
56	Shoreham - P. 12	- - -	63	30 8 10
60	Sissinghurst, Infants and N.			
60	Sissinghurst (Lady de Spaen's) - N.			
60	Sissinghurst (Mrs. H. Cleaver's) N. 3	- - -	30	16 6 8
68	Sittingbourne N. 1	230 0 0	171	56 18 8
62	Smarden, Dadson's, Free 4	320 0 0		
55	Snodland - N. 2	- - -	97	29 6 10
57	Southborough N. 6	320 0 0	132	74 9 9
			19	5 15 10
50	‡Southfleet, Endowed - N.			
57	Speldhurst - N. 3	462 0 0	118	61 17 8
			6	2 16 8
73	Standford - N.	25 0 0		
71	Staple - - N.	84 0 0		
66	Stephen's, St. (near Canterbury) - N. 6	120 0 0	75	26 18 6
59	Stockbury - N.	50 10 0		
73	Stowting - N.	55 0 0		
52	Strood - - N. 1	252 0 0		
66	Sturry - - N.	60 0 0		
56	Sundridge - N. 12	175 8 9	52	18 16 2
			10	1 5 0
50	Sutton-at-Hone - - N. 2	364 0 0		
59	Sutton Valence, United, N. 3	42 0 0	80	38 2 0
			14	4 6 8
59	Sutton Valence - - B. 4	- - -	34	5 11 11
50	Swanley, St. Paul's (Sutton-at-Hone) N. 2			
50	Swanscombe and Stone - N.	70 0 0		

a Retiring pension.

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	KENT—*cont.*	£ s. d.		£ s. d.
73	Swingfield Minnis - N.	150 0 0		
36	Sydenham - N. 10	*35 0 0	210	80 16 2
36	Sydenham, Lower, Bell Green, Inft. - 10	- - -	56	23 5 6
36	Sydenham - W. 1	- - -	48	21 3 2
61	Tenterden - N. 4	443 0 0	156	69 16 6
			113	65 2 0
61	Tenterden - B. 7	- - -	13	4 5 10
61	Tenterden, St. Michael's - Ch. 4	178 10 0	73	37 7 4
58	Teston - - N. 3	- - -	61	26 5 10
70	Thanet, St. Peter's - N. 4	155 0 0	77	30 12 2
71	Tilmanstone Ch. 6	- - -	37	15 0 6
58	Tovil, St. Stephen's - N. 6	153 0 0	41	19 3 8
55	Trottersciffe N. -	104 0 0		
57	Tunbridge, St. Stephen's - N. 6	583 0 0	158	79 9 4
			37	9 7 6
57	Tunbridge, St. Stephen's, Infant - N. 6	- - -	69	29 0 2
57	Tunbridge - W. 7	- - -	195	50 12 0
57	Tunbridge Wells, Free Chapel, - 6	40 0 0	187	70 6 8
57	Tunbridge Wells, Girls and Infants - - N. 6	- - -	90	48 12 0
57	Tunbridge Wells, Grosvenor United - B. 7	- - -	95	51 11 4
57	Tunbridge Wells, Royal Victoria 6	- - -	139	76 17 4
57	‡Tunbridge Wells, St. Augustine's R.			
57	Tunbridge Wells, St. James - N. 6	- - -	100	21 3 2
57	Tunbridge Wells, St. John's - Ch. 6	281 8 0	134	74 3 2
57	Tunbridge Wells, Trinity N. 6	- - -	122	65 12 0
57	Tunbridge Wells, Trinity, Middle N. *b*			
57	Tunbridge Wells, Windmill Fields Ch. 6	- - -	69	32 10 0
68	Upchurch - N.	54 0 0		
71	Walmer - N. 7	*106 0 0	91	40 6 8
	" " - -	760 0 0		
64	Waltham - N.			
55	Wateringbury N. 3	- - -	130	65 3 0
56	Weald, Sevenoaks - - P. 12	- - -	85	37 16 0
56	Westerham N. 12	322 0 0	116	72 6 0
			27	6 15 10
66	Whitstable and Seasalter, Charity - N. 5	- - -	289	86 15 0
63	Willesborough N. 4	67 0 0	74	37 1 6
50	Wilmington Ch. 2	174 17 6		
71	Wingham - N. 6	- - -	77	40 2 4

b Removed from inspection.

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	KENT—*cont.*	£ s. d.		£ s. d.
61	Woodchurch N. 4	90 6 3	94	54 7 10
			15	5 9 2
71	Woodnesborough - N. 7	95 0 0	54	11 18 4
35	Woolwich - N. 9	289 0 0	341	159 2 8
35	Woolwich, North, Infts. Ch. 7	- - -	68	31 4 0
35	Woolwich, Power St. - B.	*225 0 0		
35	Woolwich Pres. 1	1,400 0 0	355	184 6 2
36	Woolwich, Royal Arsenal 10	- - -	78	*a*
			48	
35	Woolwich, St. Peter's - R. 5	758 0 0	385	184 17 2
35	Woolwich, St. Thomas' N. 9	1,436 0 0	241	114 4 8
			18	5 1 8
35	Woolwich, Western District - - Ch. 9	- - -	87	26 3 0
71	Worth - Ch.			
55	Wrotham - N. 3	100 0 0	61	19 7 5
63	Wye, Lady Joanna Thornhill's.			
58	Yalding - N. 2	474 6 0	109	40 4 4
			48	13 18 4
58	Yalding, St. Margaret's N. 3	144 0 0	40	0 7 8
			18	3 12 0
	LANCASHIRE.			
474	Abney, Mossley Brow - B.			
477	Accrington, Ch. Ch. - N. 3	683 0 0	122	69 3 0
477	Accrington, New Jerusalem - B. 3	- - -	342	177 1 0
			95	29 14 2
477	Accrington, St. James' - N. 3	91 0 0		
477	Accrington, St. James', Infants - N.	208 0 0	483	205 5 2
			79	24 14 2
480	Accrington, St. Oswald's R. 3	- - -	114	51 7 9
			49	16 7 6
477	Accrington, (Union Street) - W. 5	- - -	293	166 6 4
			46	16 11 8
481	Adlington - Ch. 2	354 3 11	88	49 10 2
484	Admarsh - N.	*28 0 0		
462	Aigburth - N. 10	333 0 0	227	112 17 0
			18	5 11 8
			81	38 6 10
469	Ainsworth - N. 6	*150 0 0	17	6 7 6
486	Aldingham - Ch.			
482	Alstone Lane R. 5	- - -	50	29 10 8
464	Altcar - - N. 3	- - -	54	22 9 7
478	Altham - N. 3	- - -	43	19 14 0
			11	4 14 2
477	Antley Day - W. 5	- - -	175	94 4 10
			47	13 14 2
463	Appleton - R. 5	- - -	89	44 5 8
471	Ardwick, Chancery Lane - W. 6	- - -	373	186 12 6
471	Ardwick, Pin Mill - - B.			
471	Ardwick, St. Aloyzius' - R.		442	206 0 0
471	Ardwick, St. Thomas' - N. 12			
465	Ashton in Makerfield R. 5	- - -	204	87 0 2
465	Ashton-le-Willows, Rectory Ch. 6	110 0 0	147	57 2 2
465	Ashton, St. Thomas' (in Makerfield) N. 6	250 0 0	155	74 14 6
			22	7 8 4
482	Ashton (on Ribble) - Ch. 10	- - -	62	26 9 4
474	Ashton-under-Lyne - - P. 10	850 0 0	366	155 0 7
474	Ashton-under-Lyne, Ch. Ch. (Charlestown) - N. 10	345 10 0	144	71 12 8
474	Ashton-under-Lyne, St. Ann's - R. 6	- - -	282	100 2 1
			105	37 5 10
474	Ashton-under-Lyne, St. Peter's - N. 10	*300 0 0	380	194 1 4
	,, ,, - R.	60 0 0		
465	Aspull - - R. 4	- - -	48	25 13 8
465	Aspull - - W. 5	- - -	106	54 9 6
467	Astley - - N. 2	303 0 0	190	86 0 0
468	Astley Bridge Ch. 4	984 0 0	170	80 17 6
			43	11 15 10
467	Atherton - N. 2	691 6 6	177	75 3 6
474	Audenshaw, Mixed - N. 10	550 0 0	171	103 2 2
474	Audenshaw - B. 6	- - -	163	79 0 10
			50	12 15 0
464	Aughton - P. 2	- - -	62	28 19 10
477	Bacup, Ch. Ch. - - N. 3	584 14 0	187	107 0 8
477	Bacup, Mechanics' Institute 2	- - -	147	81 4 10
			88	30 5 0
477	Bacup, St. John's -N.			
477	Bacup, St. Mary's - R. 3	- - -	169	60 1 2
			143	36 9 9
477	Bacup, Wesley Place - - W. 6	- - -	105	28 11 6
			39	6 15 4
477	Bacup - - W. 3	962 0 0	317	201 19 4
476	Balderstone, St. Mary (Rochdale) - N. 6	- - -	378	220 8 4
			63	20 14 *2
469	Bamford - Ch 2	- - -	48	32 19 8
			22	3 13 4
471	Bank Meadow B.	300 0 0		
486	Bardsea - Ch.			
474	Bardsley - N. 5	397 0 0	142	75 17 6
			20	5 18 4
486	Barrow-in-Furness - N. 6	- - -	354	183 15 6
478	Barrowford - N.	231 15 0		
470	Barton-upon-Irwell - N. 10	270 0 0	115	25 14
470	Barton-upon-Irwell, All Saints' - R. 11	- - -	62	30 18 0

a No grant claimed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
470	Barton-upon-Irwell - W. 3	- - -	43	18 19 8
477	Baxenden - N. 3	- - -	81	22 13 11
			30	9 1 8
477	Baxenden - W. 5	- - -	79	45 13 6
467	Bedford in Leigh - N. 10	200 0 0	73	7 2 0
			17	0 7 1
476	Belfield (Messrs. Benecke's) N.			
469	Besses o'th' Barn, Day - 1	- - -	107	57 13 6
464	Bickerstaffe N. 2	200 0 0	223	116 0 2
			11	3 4 2
465	Billinge - N.	56 10 0		
469	Birch, St. Mary's (in Middleton) N. 3	*121 0 0	72	22 18 11
465	Birchley - R. 5	775 0 0	116	57 7 0
			22	10 10 0
			91	48 10 4
464	Birkdale - Ch. 9	- - -	23	9 15 10
483	Bispham, Parish Church *a*	30 0 0		
480	Blackburn (Nova Scotia) B.	*150 0 0		
480	Blackburn, St. Alban's, (Girls and Infants) - R. 3	- - -	284	147 13 10
			86	26 13 4
480	Blackburn, St. Alban's, Boys - - R. 3	- - -	118	70 13 8
			48	18 10 0
480	Blackburn, St. Anne's, Boys - - R. 3	- - -	168	54 16 10
			131	33 14 2
480	Blackburn, St. Anne's, Girls - - R. 3	- - -	330	156 15 5
			101	30 2 6
480	Blackburn, St. John's - N. 11	800 0 0	710	368 4 2
480	Blackburn, St. Luke's (late Bank Top) - - N. 12	740 0 0	381	192 7 10
			63	22 4 2
480	Blackburn, St. Michael's - N. 1	304 6 8	293	158 13 8
			31	11 2 6
480	Blackburn, St. Paul's - Ch. 1	1,207 0 0	325	165 6 0
480	Blackburn, St. Peter's - N. 12	- - -	276	135 19 0
			31	9 0 10
480	Blackburn, St. Peter Street W. 5	670 0 0	123	68 11 10
			35	11 12 6
480	Blackburn, St. Thomas N. 12	- - -	511	290 2 9
			113	46 9 7
480	Blackburn, Trinity - N. 12	418 0 0	403	233 11 11
			42	13 0 11
473	Blackley - Ch. 2	197 0 0	181	62 4 2
473	Blackley, Barnes Green - Ch. 2	202 0 0	87	41 10 10
473	Blackley, St. Andrew's - N. 2	174 0 0	69	35 2 8
483	Blackpool, Boys - - N. 5	- - -	95	11 8 0
			18	2 12 10
483	Blackpool, Girls - - N.			

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
483	Blackpool, St. John's, Infants - - Ch. 5	367 0 0	110	46 13 8
483	Blackpool - W. *b*			
465	Blackrod - N. 2	528 0 0	151	76 11 4
468	Bolton - le-Moors - B. 4	*250 0 0	168	82 8 1
468	Bolton - le-Moors, Bridge Street - W. 9	311 0 0	408	212 3 6
468	Bolton - le-Moors, Ch. Ch. - - N. 3	561 0 0	217	105 14 2
468	Bolton - le-Moors (Emmanuel District) - N. 2	671 17 1	334	206 11 8
			77	27 14 2
468	Bolton - le-Moors (Fletcher St.) - W. 4	- - -	236	118 18 6
			35	13 15 10
468	Bolton - le-Moors, Girls P. 3	- - -	170	90 5 10
468	Bolton - le-Moors, Industrial Ragged.			
468	Bolton - le-Moors, St. James' - N. 2	- - -	310	151 9 4
			146	56 0 0
463	Bolton - le-Moors, St. Mark's - N. 3	1,737 0 0	281	144 8 10
			46	18 0 0
468	Bolton - le-Moors, St. Mary's - R.			
468	Bolton - le-Moors, St. Peter's and St. Paul's - R. 11	622 0 0	283	130 13 3
			112	34 16 8
463	Bolton - le-Moors (Trinity Street) Trinity - N. 3	*240 0 0	402	202 0 6
		365 0 0	34	9 6 8
468	Bolton, Little, All Saints' - N. 3	760 0 0	380	197 7 4
			76	27 13 4
468	Bolton, Little, St. George's N. 3	530 0 0	302	163 5 6
485	Bolton - le-Sands, Industrial - N.	65 16 0		
462	Bootle - - N. 4	*200 0 0	307	126 13 2
462	Bootle, Ch. Ch. - - N. 4	- - -	98	20 2 3
			36	10 16 8
462	Bootle, St. James - - R. 3	- - -	63	21 7 8
473	Bradford-cum-Beswick - Ch. 3	691 5 0	332	157 12 10
			45	17 4 2
486	Brathay District - - N. 5	- - -	29	13 8 0
481	Bretherton, Free Endowed - Ch.	126 0 0		
478	Briercliffe, St. James' - N. 3	492 0 0	107	59 1 4
478	Brierfield - N. 3	247 0 0	141	61 18 2
481	Brindle - P. 1	- - -	49	23 3 3

a Removed from inspection.

b School not existing.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
472	Brindle Heath N. 10	335 8 2	271	127 1 0
481	Brindle - R. *a*			
486	Broughton-in-Furness - Ch.			
472	Broughton, Lower Duke Street - Ch. 3	913 0 0		
472	Broughton, St. John's - N.			
482	Brownedge, St. Mary's - R. *b*			
469	Buckhurst - N. 6	*112 0 0	45	29 11 2
	" - "	168 0 0		
476	Buckley Factory - - 6	- - -	86	54 18 4
476	Buersill and Lower Place, Girls and Infants - N. *c*	301 0 0		
471	Burnage - N.	337 0 0		
478	Burnley - N. 2	*100 0 0	257	111 12 0
			29	10 17 6
478	Burnley, Full-edge - - W. 5	- - -	331	196 14 10
			55	21 10 10
478	Burnley, Full-edge Meadow School of Hope. *d*			
478	Burnley Lane N.	320 0 0		
478	Burnley Lane Head - - N. 3	50 0 0	90	44 2 6
478	Burnley, St. Aloyzius' - R. 3	- - -	72	30 0 0
			42	18 3 4
478	Burnley, St. Andrew's - N. 2	- - -	191	63 3 3
478	Burnley, St. James' - N. 3	*200 0 0	228	129 6 2
	" "	277 0 0	32	11 3 4
478	Burnley, St. Mary's - R. 3	- - -	209	82 18 10
			161	52 14 2
478	Burnley, St. Paul's (Lane-bridge) - N. 3	508 0 0	277	159 9 0
			102	32 18 4
478	Burnley, St. Peter's (Pick-up Croft), Infants - N. 2	299 0 0	86	35 5 6
			58	13 8 4
478	Burnley - W. 9	807 0 0	481	279 10 0
464	Burscough - R. 9	- - -	37	20 13 8
469	Bury, Bank Street - B. 7	- - -	102	41 5 0
469	Bury, Central N. 7	- - -	199	53 0 0
469	Bury (Clerke Street) - W. 9	- - -	347	179 7 4
469	Bury, Industrial and Reformatory.			
469	†Bury, Ragged.			
469	Bury, St. John's - N. 7	370 0 0	341	163 19 8
			59	26 12 6
469	Bury, St. Mary's - R. 11	- - -	111	61 15 0
			87	23 12 6
469	Bury, St. Paul's - N. 7	150 0 0	101	68 12 0
469	Bury, St. Paul's (Hudcar) - Ch. 5	- - -	89	41 14 6

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Bury (Huntley) St. Paul's Ch. 7	- - -	88	49 10 6
			16	4 3 4
469	Bury, St. Peter's - N. 7	309 12 6	128	74 17 2
			25	7 19 2
	Bury, St. Thomas - N. 7	362 13 9	*e*	
469	Bury, Trinity N. 6	513 0 0	334	149 0 0
			15	5 15 10
470	Cadishead, Day W. 2	- - -	66	32 10 10
486	Cartmel - N. 6	554 0 0	106	27 11 8
486	Cartmel Grammar - - -	58 4 0		
476	Castleton - B. 2	- - -	112	76 17 6
476	Castleton Moor - Ch. 6	- - -	129	63 5 6
485	Caton - - N. 6	226 0 0	140	78 19 8
475	Chadderton, St. John's - Ch. 5	- - -	391	215 13 6
			34	9 11 8
472	Charlestown B.	*115 0 0		
472	Charlestown (Pendleton), St. George's N. 9	- - -	203	91 19 4
			27	5 0 10
472	Charlestown (Pendleton), St. George's, Infants - N. 9	417 12 0	133	65 7 4
481	Charnock Richard - Ch. 2	341 0 0	53	25 14 0
			12	5 8 4
479	Chatburn - N. 4	248 0 0	77	38 11 10
			26	8 0 0
480	Cherry Tree (Blackburn) Ch. 1	- - -	72	39 2 0
			20	5 5 0
479	Chipping (Preston) - R. 4	- - -	38	22 7 6
481	Chorley Parish - N. 2	*156 0 0	176	87 17 4
	" - "	203 0 0	42	12 5 0
481	Chorley, St. George's - N. 2	188 0 0	266	136 18 2
			81	25 0 10
481	Chorley, St. Mary's - R. 4	500 0 0	363	155 18 2
481	Chorley, St. Peter's (Eaves Lane) - N. 2	254 0 0	106	58 11 8
			33	12 14 2
481	Chorley - W. 3	- - -	253	118 12 4
471	Chorlton-cum-Hardy - N. 4	150 0 0	68	40 6 8
471	Chorlton-on-Medlock, Grosvenor Square Pres. 9	221 0 0	271	142 14 0
471	Chorlton-on-Medlock, St. Luke's - N. 12	583 2 0	312	147 19 2
471	Chorlton-on-Medlock (Manchester), St. Saviour's - N. 2	455 0 0	441	241 10 2
471	Chorlton-on-Medlock, St. Stephen's - N. 4	- - -	313	155 17
486	Church Coniston - Ch. 6	- - -	147	27 0 0

a Removed from inspection.
b School closed for a time.
c School pulled down, children transferred to Balderstone, St. Mary's, N.S.
d School closed.
e Children and staff transferred from Pimhole, Ch. of E.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
480	Churchkirk Ch. 4	760 13 8	80	55 9 4
			105	29 4 2
464	Churchtown B. *a*	*35 0 0		
480	Clayton - le-Moors - N. 4	761 19 10	379	211 19 10
			127	54 4 2
481	Clayton - le-Woods - N.	40 0 0		
470	Clifton - Ch. 9	- - -	199	104 10 2
479	Clitheroe - N. 4	*300 0 0	186	98 17 10
	" - "	52 3 2		
479	Clitheroe - R. 3	- - -	96	54 2 10
479	Clitheroe, St. James', Infants - - N. 4	310 0 0	137	66 16 4
479	Clitheroe - W. 4	- - -	186	82 4 8
480	Cockerbrook B.	*50 0 0		
485	Cockerham (Free) - P. 6	96 0 0	99	57 3 8
475	Coldhurst - Ch. 5	554 2 0	229	122 11 6
			75	24 17 6
473	Collyhurst, (Albert Memorial) - Ch. 4	715 15 0	346	159 9 2
			42	10 5 0
473	Collyhurst, St. Catherine's, New Town N. 11	461 6 8	336	161 6 8
473	Collyhurst (Manchester), St. Oswald's - N. 1	- - -	156	73 0 4
478	Colne - - N. 2	500 0 0	331	186 16 4
478	Colne, Ch. Ch. N.	150 0 0		
478	Colne (Waterside) - - N. 3	380 0 0	215	134 9 2
486	Colton - - P.			
481	Coppull - N. 2	222 8 6	70	25 1 0
			111	65 8 2
478	Cornholme - B. 2	- - -	39	11 17 6
482	Cottam - R. 5	- - -	33	3 15 0
475	Cowhill - W. 7	- - -	225	106 5 4
477	Crawshaw Booth - N. 4	- - -	141	48 0 6
466	Croft, Endwd. Ch.	217 0 0		
475	Crompton, East - - Ch. 5	750 0 0	125	75 6 4
			23	5 12 6
475	Crompton, High - - N. 5	332 0 0	153	109 17 0
			40	11 6 8
462	Crosby, Great N. *b*	72 0 0		
462	Crosby, Great R. 3	449 0 0	115	56 1 0
464	Crossens - N. 9	*108 0 0	66	3 16 8
473	Crumpsall, Lower, St. Thomas - N. 3	494 10 0	149	81 15 0
480	Culvert - N. 11	- - -	121	51 13 4
464	Cunscough - R.			
486	Dalton - in-Furness - N. 7	528 7 6	442	223 1 10
470	Davyhulme - W. 11	- - -	81	39 19 6
468	Deane (at Rumworth) N. 3	*50 0 0	85	21 17 10
		90 0 0		
486	Dendron - N.	169 12 6		
474	Denton, Ch. Ch. N. 10	500 0 0	234	114 6 10
474	Denton and Haughton - N. 10	500 0 0	180	84 14 0
	Didsbury - N. 3	100 0 0	113	64 1 2
	Didsbury and Barlow Moor W. 10	- - -	128	69 12 8

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
463	Ditton, St. Mary's - R. 10	- - -	56	26 5 6
477	Doals - - B. 1	- - -	60	39 2 10
			16	5 10 0
485	Dolphinholme N. 5	- - -	43	16 2 6
479	Downham - N.	*75 0 0		
474	Droylesden - B. 7	- - -	367	201 5 6
			169	55 12 0
468	Eagley Mills B. 4	- - -	207	122 19 8
480	Earcroft - N. 1	- - -	99	57 17 0
			31	12 15 10
466	Earlestown, District, Infants - - N. 6	614 0 0	137	53 9 10
470	Eccles Par. Ch. N. 9	607 14 7	267	132 3 4
			29	3 12 6
472	Eccles (Broomhouse Lane) N. 10	- - -	90	46 6 4
470	Eccles, St. Mary's - R. 11	- - -	139	71 10 6
			80	27 18 4
472	Eccles, Weaste Lane - - N. 4	201 0 0	117	61 18 6
484	Eccleston, Great, Clarendon Ch. 5	- - -	54	13 10 0
484	Eccleston, Great - R. 5	- - -	46	17 2 5
463	Eccleston, St. Thomas' - N. 1	746 13 6	519	244 10 8
			70	20 11 8
477	Edenfield - N. 3	629 0 0	147	85 5 8
468	Edgeworth - N. *b*	*45 0 0		
468	Edgworth - W. 5	- - -	126	64 9 0
			25	6 15 10
468	Egerton - B. 9	- - -	153	90 6 6
485	Eliel - - N. *c*	641 0 0		
485	‡Eliel - - B.			
469	Elton, All Saints' - N. 7	574 0 0	315	178 8 0
480	Enfield, Infants - - 4	- - -	138	71 1 10
481	Euxton - N.	*126 0 0		
481	Euxton, St. Mary's - R. 4	- - -	81	41 13 7
462	Everton, Ch. Ch. - - N. 6	860 0 0	752	379 1 8
			23	4 9 2
462	Everton, Great Homer Street Chapel (Prince Edwin Street) W. 11	1,223 0 0	307	152 11 4
462	Everton, St. Chrysostom's, Mill Street N. 6	638 19 8	284	139 12 0
			45	10 14 2
462	Everton, St. George's - Ch. 6	1,700 0 0	464	201 9 6
462	Everton, St. Peter's - N. 4	1,650 0 0	503	228 8 0
462	‡Everton and Kirkdale, St. Mary's - N.			
477	Ewood Bridge N. 4	*70 0 0	65	37 5 2
			23	7 12 6
476	Facit - - W. 6	- - -	165	102 2 3
			60	15 15 0
473	Failsworth - N. 10	*270 0 0	154	78 16 8
	" "	22 5 0	17	5 17 6

a School not existing. *b* School closed. *c* School closed for a time.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
462	Fairfield, Kensington, N. *See* Kensington (Fairfield) N.S.			
462	Fairfield, Moravian. *a*			
476	Falinge, Infants - - N. 5	- - -	67	35 6 4
463	Farnworth (near Warrington) - N. 6	342 0 0	203	105 19 6
468	Farnworth, St. John's, near Bolton N. 2	*250 0 0	219	23 14 11
	" "	270 0 0		
463	Farnworth (near Bolton) W. 4	- - -	220	126 5 4
			22	8 15 0
486	Far Sawry and Hawkshead - - N.	*60 0 0		
478	Fence - - N. 3	230 0 0	61	26 13 0
482	Fernyhalgh, St. Mary's - R. 5	- - -	43	18 2 6
483	Fleetwood-on-Wyre, St. Mary's - R. 10	- - -	106	45 18 4
483	Fleetwood, Testimonial N. 5	387 5 0	289	138 14 6
470	Flixton - P. 10	400 0 0	82	23 17 7
478	Foulridge - N. 3	270 0 0	91	52 12 6
			17	2 2 6
483	Freckleton - N. 5	*63 0 0	91	36 0 11
484	Garstang - R. 6	432 0 0	88	41 16 8
484	Garstang, St. Michael's - N.	104 0 0		
462	Garston - N. 10	354 2 6	182	74 12 0
			15	4 7 6
462	Gillmoss, St. Swithin's - R.			
485	Glasson, Ch. Ch. - - Ch. 6	80 0 0	53	28 14 6
475	Glodwick, Ch. Ch. - - N. 5	550 0 0	383	238 4 8
467	Golborne - N. 3	- - -	206	109 16 8
478	Goodshaw Booth - N.	*234 0 0		
477	Goodshaw and Loveclough N. 4	117 0 0	108	50 2 2
471	Gorton, St. James' - N. 12	*142 0 0	123	48 6 0
			134	28 15 0
471	Gorton, St. Mark's - N. 11	- - -	218	100 11 0
471	Gorton, St. Patrick's - R. 11	199 10 0	191	85 4 10
			100	39 15 6
476	Greenbooth Mills Works 1	- - -	79	24 7 2
477	GreenHowarth Ch.	304 0 0		
480	Grimshaw Park - N. 11	1,555 0 0	574	318 0 8
			59	17 2 6
478	Habergham, All Saints' - N. 2	228 0 0	205	111 17 8
			35	11 17 6
478	Habergham Eaves - N. 2	534 0 0	334	180 6 2
			11	4 12 6
465	Haigh - - N. 10	- - -	109	43 17 8
463	Halewood - N. 10	82 0 0	90	41 17 6
468	Halliwell, Dean Mills B. 4	- - -	153	111 16 2
			12	3 3 4
468	Halliwell, St. Luke's - Ch. 3	- - -	113	57 9 0
			13	4 9 2
468	Halliwell, St. Paul's - N. 4	808 0 0	331	202 6 4
			49	17 7 6
468	Halliwell, St. Peter's Jubilee - - 3	40 0 0	53	33 18 10
			13	4 7 6
464	Halsall - N. 2	- - -	145	67 5 10
485	Halton - N. 6	- - -	85	51 5 0
484	Hambleton - N. *a*	*40 0 0		
476	Hamer, All Saints' - N. 6	285 15 0	190	103 3 8
473	Harpurhey - N. 3	- - -	133	71 3 6
468	Harwood, Ch. Ch. - - N. 4	176 0 0	51	20 17 4
480	Harwood, Great - B. 4	- - -	84	32 2 9
480	Harwood, Gt. N. 11	*123 0 0	252	133 8 10
	" "	139 13 4	64	24 0 0
480	Harwood, Great, St. Hubert's - R. 3	- - -	171	90 1 0
			26	11 8 4
477	Haslingden - N. 4	318 2 6	343	193 15 9
			169	69 5 10
477	Haslingden, The Grane - N. 4	*120 0 0	50	22 16 8
			16	6 6 8
477	Haslingden - W. 2	- - -	192	106 13 2
477	Haslingden, Grane - W. 1	- - -	37	27 15 0
474	Haughton Dale Mills - 10	- - -	98	54 11 0
			45	14 12 6
486	Hawkshead - N. *b*			
469	‡Hawkshaw Lane - - N. *a*			
466	Haydock - N. 10	*120 0 0	113	43 5 0
	" "	119 7 6		
466	Haydock Colliery - - B. 5	- - -	180	91 5 2
			26	9 3 4
476	Healey - - N. 6	365 0 0	158	105 8 6
			58	20 8 4
469	Heap Bridge 9	- - -	105	49 18 6
481	Heapey - N. 2	- - -	73	32 18 6
			51	15 4 2
452	Heaton Mersey, St. John's - Ch. 11	747 0 0	167	93 18 10
452	‡Heaton Norris, Ch. Ch. N. *c*			
452	Heaton Norris, St. Thomas - - P. 11	- - -	58	22 6 11
463	Helen's, St. (Church St.), Infant and Sunday - -	165 0 0		
463	Helen's, St., Cowley's Charity - B.	265 0 0		
463	Helen's, St., Crown Glass Works - 6	- - -	57	17 1
			98	38 18 4

a School closed. *b* School not existing. *c* Removed from inspection.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
463	Helen's, St., Duke Street, Infant - Ch. 1	200 0 0	130	62 7 0
463	Helen's, St., Greenbank R. 5	- - -	200	96 16 8
463	Helen's, St. (Lowe House) R. 5	- - -	366	176 14 0
463	Helen's, St. (Moorflat) - N. 1	- - -	12	4 8 4
463	Helen's, St. (St. Joseph's) R. 5	740 0 0	366	198 12 2
463	Helen's, St. (Parr Mount), Trinity - N. 1	409 13 4	51	20 14 2
463	Helen's, St. - W. 5	500 0 0	310	146 17 1
478	Hey Houses and Sabden N.	*75 0 0	12	3 17 6
475	Heyside, St. Mark's District - - 5	- - -	279	123 11 8
469	Heywood, Mechanics' Institution B. 4	- - -	193	92 6 4
469	Heywood, New Jerusalem Factory - B. 3	- - -	18	1 15 0
469	Heywood, Queen St. - W. *a*		100	35 19 2
469	Heywood, St. James' - N. 7	*360 0 0	91	57 13 4
	" - "	44 6 0	40	15 1 8
469	Heywood, St. James' (Heady Hill) - - N. 7	235 5 0	272	187 5 0
469	Heywood, St. Joseph's - R. 11	- - -	76	24 5 0
469	Heywood (Hardfield), St. Luke's, Mount St. - N. 7	232 2 6	391	261 19 9
469	Heywood, St. Luke's, William St. N. 7	*78 0 0	114	54 4 5
	"	1,882 0 0	112	59 16 8
478	Higham - N.	*50 0 0	192	93 12 8
465	Hindley - Ch. 12	- - -	15	5 2 6
465	Hindley, St. Benedict's - R. 4	335 4 0	236	96 6 8
465	Hindley - W. 5	- - -	147	53 2 6
480	Hippings - W. 4	- - -	198	105 1 0
480	Hoddlesden - N. 11	171 0 0	93	44 19 8
469	Holcombe - Ch. 6	- - -	41	23 9 2
480	Holden Fold N. 11	32 0 0	91	37 13 6
486	Holker - N. 6	- - -	246	146 6 4
	‡Hollinbank, Evening - B. *b*		112	37 8 4
475	Hollins - W. 2	- - -	76	46 9 8
466	Hollins Green Ch. 11	- - -	20	6 3 4
			84	56 15 10
			32	14 10 0
			99	66 7 6
			24	10 18 4
			119	61 18 0
			68	23 9 6
			53	9 18 4

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
475	Hollinwood - N. 5	*180 0 0	249	130 8 5
	" - "	22 8 0		
	Holly Mount, B.S. *See* Rawtenstall, Holly Mount.			
482	Hoole - - N.	200 0 0		
485	‡Hornby - N.			
468	Horwich (nr. Bolton) - N. 2	- - -	87	57 5 4
471	Hulme, Ch. Ch. - - B. 10	- - -	152	86 6 0
471	Hulme, Operatives' Day 6	- - -	306	159 6 2
471	Hulme, Radnor Street - W. 9	- - -	133	57 12 0
471	Hulme, St. Gabriel's - Ch. 10	- - -	51	23 6 8
471	Hulme, St. George's - N. 12	- - -	323	180 3 6
471	Hulme, St. John the Baptist's - N. 2	902 0 0	482	235 12 8
471	Hulme, St. Mark's - Ch. 3	428 2 9	258	125 3 8
471	Hulme, St. Mary's - N. 11	- - -	42	12 10 0
471	Hulme, St. Michael's - Ch. 11	620 0 0	290	152 15 0
471	Hulme, St. Paul's - N. 11	- - -	439	205 9 0
471	Hulme, St. Philip's - N. 1	2,400 0 0	19	5 7 6
471	Hulme, St. Stephen's - N. 4	- - -	230	113 13 0
471	Hulme, Trinity - - N. 1	*208 0 0	520	255 18 4
471	Hulme, Wilmot Street, Free - - 1	- - -	50	12 13 4
468	Hulton, Little St. John the Baptist - N. 2	- - -	88	45 4 8
474	Hurst - - N. 10	384 0 0	26	8 3 4
474	Hurst - - B. 7	- - -	464	239 18 4
479	Hurst Green N.	60 0 0	106	56 2 8
479	Hurst Green R. 3	- - -	32	10 3 4
465	Ince, St. Catherine's N. 12	452 2 6	75	21 7 0
462	Ince Blundell R. 3	- - -	16	4 1 8
465	Ince - - W. 1	- - -	122	57 8 8
484	Inskip - - N. 5	125 0 0	142	82 15 2
472	Irlams o' the Heights - B. 10	- - -	89	44 12 0
469	Irwell or Bury (Peel Street) N.	*225 0 0	348	163 9 2
	" - "	75 0 0	45	20 5 10
468	Kearsley Moor Ch. 6	- - -	92	2 10 0
462	Kensington (Fairfield) N. 5	574 5 0	113	17 17 3
472	Kersall, St. Paul's - N. 3	- - -	56	27 5 3
468	Kersley, New Jerusalem - B. 1	- - -	183	85 10 2
			155	79 8 6
			210	96 14 8
			115	61 11 6
			140	74 18 8
			35	13 0 10

a Amalgamated with Heywood Mechanics' Institution B.S. *b* School not existing.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
462	Kirkby - N. 4	- - -	104	53 15 0
462	Kirkdale Industrial - U.			
462	Kirkdale, St. Aidan's - Ch. 11	- - -	271	128 6 10
462	Kirkdale, St. Mary's (Boys) N. 10	150 0 0	204	102 10 6
462	Kirkdale, St. Mary's (Girls and Infants) N. 10	- - -	217	77 4 0
483	Kirkham N. 5	- - -	223	109 2 4
483	Kirkham, The Willows - R. 10	- - -	83 32	42 12 0 8 5 0
462	Knotty Ash, St. John the Evangelist P. 5	- - -	139	71 13 2
463	Knowsley - N. 4	- - -	78	45 6 8
465	Lamberhead Green, Atherton - W. 5	684 0 0	160 18	81 8 0 8 5 0
465	Lamberhead Green - N. 12	270 10 0	236 20	108 10 2 7 18 4
	Lancashire, East, Union of Institutes:— Accrington. Burnley (1). Burnley (2). Crawshaw Booth. Haslingden. Nelson-in-Marsden. Newchurch-in-Rosendale. Padiham. Padiham, Literary. Rawtenstall.			
485	Lancaster - B. 4	*150 0 0 " - " 11 11 11	55	22 10 10
485	Lancaster (Parish), Boys - N. 5	120 0 0	535	279 12 0
485	Lancaster, Girls and Infants - N. 5	140 0 0	337	171 14 10
485	Lancaster - R. *a*			
485	Lancaster, St. Anne's, Girls and Infants N. 6	- - -	268	132 17 4
485	Lancaster, St. Thomas' - N. 6	924 13 4	345	175 11 2
464	Lathom, St. James' - N. 2	260 0 0	106	59 2 0
482	Lea - - R.	250 0 0		
485	Leck, Boys - Ch. 6	- - -	30	6 0 0
474	Leesfield - Ch. 5	- - -	343 73	189 0 2 27 4 2
474	Lees Zion, Methodist New Connexion Day 3	- - -	204	123 3 8
467	Leigh - - N. 3	325 0 0	170 63	94 5 4 20 7 6
467	Leigh - - W. 9	- - -	88	36 13 10
467	Leigh, Lately Common - N.	45 0 0		
471	Levenshulme N. 11	494 0 0	151	79 8 2
468	Lever, Little N.	209 0 0		
468	Leverbridge N. 4	- - -	173	104 11 0
481	Leyland - N. 2 " - "	*232 0 0 70 0 0	89	40 18 10
486	Lindale (in Cartmel) - N.	*50 0 0		
486	‡Lindale (in Marton) - N.			
462	Litherland - R. 3	- - -	40	16 1 4
462	Litherland, St. Philip's - Ch. 3	308 0 0		
476	Littleborough N. 6	170 0 0	51 17	29 17 8 4 0 10
461	Liverpool, Akbar Float Frigate Reformatory.			
461	Liverpool, All Saints' N. 5	854 13 4	371	119 16 4
461	‡Liverpool, Blackstock Street - R.			
462	Liverpool, Brunswick (Prescot Street) - W. 11	1,220 13 0	502	257 19 8
461	Liverpool, Caledonian.			
461	Liverpool, Ch. Ch. - N. 7 " " - "	*337 0 0 17 6 8	334	164 3 9
461	Liverpool, Cranmer (Vauxhall Road) - W. 11	1,779 0 0	373	162 13 10
461	Liverpool, Edge Hill Reformatory.			
461	Liverpool, the Friends' Free, Hackin's Hey - - B. 11	- - -	454	197 17 0
462	Liverpool, Harrington B. 11	- - -	457	227 8 4
461	Liverpool, Hibernian - B. 11	418 0 0	425	241 17 4
461	Liverpool, Holy Cross R. 2	1,200 0 0	518 141	215 6 11 50 7 6
461	Liverpool, Hope St. - B. 12	- - -	441 64	245 0 8 31 3 4
461	Liverpool, Jordan Street - W. *b*			
461	Liverpool, Moorfields, Old Church N. 5	1,063 0 0	314	137 18 8
462	Liverpool, Mount Carmel - - R. 2	- - -	161	34 13
461	Liverpool, Mount Pleasant - B. 11	- - -	171	97 15 2

a Removed from inspection.

b School sold to Roman Catholics and since pulled down.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
461	Liverpool, Mount Vernon Green, Girls' Reformatory.			
461	Liverpool, North (Bond Street) - N. 5	92 6 8	293	118 4 2
461	Liverpool, Practising - R. 1	- - -	124	68 18 6
461	Liverpool, Prince Edwin Street - B. *a*			
462	Liverpool, Ragged Industrial.			
461	Liverpool, Russell St., Welsh Charity - 7	- - -	287 90	131 14 7 41 6 8
461	Liverpool, St. Andrew's - N. 5	- - -	218	90 17 0
462	Liverpool, St. Ann's (Edgehill) - R. 2	826 15 5	440	225 13 6
461	Liverpool, St. Anthony's - R. 2	- - -	480	210 8 0
462	Liverpool, St. Augustine's N. 6	*300 0 0	316	150 13 10
	" " - "	951 15 0	13	1 12 6
461	Liverpool, St. Augustine's - - R.			
461	Liverpool, St. Barnabas' - N. 7	831 1 0	242	101 4 8
461	Liverpool, St. Bartholomew's N. 7	413 10 0	140	57 14 2
462	Liverpool, St. Bride's N. 5	*625 0 0	349	163 16 2
461	Liverpool, St. Catherine's N. 5	*200 0 0	147	82 12 0
461	Liverpool, St. Columba's Ch. 10	- - -	101	49 9 6
461	Liverpool, St. Elizabeth's Reformatory (Soho Street) - R.			
462	Liverpool, St. Francis Xavier's - R. 2	1,228 0 0	695	288 0 8
462	Liverpool, St. George's Industrial - R.			
461	Liverpool, St. Helen's - R. 1	- - -	573	243 15 10
462	Liverpool, St. James' (Toxteth Park) N. 5	314 13 4	266	124 3 10
461	Liverpool, St. John's - N. 10	352 10 0	172	72 18 0
462	Liverpool, St. John's (Toxteth Park) N.	*450 0 0		

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
462	Liverpool, St. Jude's - N. 7	- - -	462 20	212 6 8 4 1 8
461	Liverpool, St. Luke's - N. 5	*190 0 0	181	76 5 1
	" - "	24 16 0		
461	Liverpool, St. Mark's N. 7	800 0 0	246	115 0 8
461	Liverpool, St. Martin's - N. 7	650 0 0	174	61 5 3
462	Liverpool, St. Mary's (Edge Hill) Ch. 7	1,500 0 0	520	244 10 0
461	Liverpool, St. Mary Magdalene Ch. 7	- - -	228 12	104 0 2 5 10 0
461	Liverpool, St. Mary's (Raye St.) - R. 2	1,017 0 0	580	247 15 8
461	Liverpool, St. Nicholas' - R. 1	- - -	220 40	114 18 4 13 17 0
462	Liverpool, St. Oswald's - R. 2	- - -	283 20	117 8 6 7 5 0
461	Liverpool, St. Paul's - Ch. 7	- - -	246	115 3 2
462	Liverpool, St. Paul's (Prince's Park) - N. 11	600 0 0	584 94	355 0 10 42 13 4
461	Liverpool, St. Peter's, Boys - - R. 1	- - -	145	74 14 8
461	Liverpool, St. Peter's, Girls and Infants - R. 1	- - -	336	161 0 0
461	Liverpool, St. Saviour's - N. 11	2,277 0 0	724 25	373 2 2 9 15 0
461	Liverpool, St. Simon's N. 11	700 0 0	308	137 0 4
461	Liverpool, St. Thomas' (Frederick St.) - N. 4	- - -	37	10 6 0
462	Liverpool, St. Thomas' (Mount Vernon), - R. 1	10 0 0	269	137 6 10
462	Liverpool, St. Thomas' (Toxteth Park) - N. 5	937 0 0	328	156 11 2
461	Liverpool, St. Thomas' and St. William's (Edgar St.) R. 2	- - -	560 64	247 13 2 21 6 8
461	Liverpool, Soho St. Ragged.			
461	Liverpool (South), Cornwallis Street - N. 5	42 3 4	223	94 15 6
462	Liverpool, Toxteth - B. 12	- - -	273	141 0 4
462	Liverpool, Toxteth Park, Hyslop Street, Girls' Mission 11	- - -	266	113 2 6

a School not existing.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
462	Liverpool, Toxteth Park, Girls' Industrial Ragged,			
462	Liverpool, Toxteth Park Reformatory, Wellington Rd.			
462	Liverpool, Toxteth Park, Trinity - Ch. 7	949 0 0	284	111 16 0
461	Liverpool, Trinity - Ch. 11	- - -	222	23 3 10
461	Liverpool, Vauxhall, All Souls' - N. 11	1,453 0 0	208	94 0 6
462	Liverpool, Windsor, St. Clement's - N. 9	1,025 18 9	579	247 13 10
462	Liverpool (Windsor St.) W. 1	720 12 6	475	242 10 2
461	Liverpool, Workhouse U.		290	93 18 8
482	Longridge - N. 10	287 19 3	69	9 16 0
471	Longsight, St. John's - N. 3	497 10 0	177	93 18 6
			15	4 12 6
486	Lowick - Ch. 6	277 0 0	124	58 8 4
467	Lowton, St. Mary's - N. 6	- - -	147	81 3 10
			28	9 6 8
464	Lydiate - Ch. 2	- - -	40	10 17 10
464	Lydiate - R.	140 10 0		
483	Lytham, St. John's - Ch. 5	277 7 6	146	57 16 1
483	Lytham, St. Peter's - R. 10	- - -	75	29 0 0
464	Maghull - N. 4	80 0 0	90	38 1 1
471	Manchester, All Saints' Ch. 3	- - -	252	130 15 2
473	Manchester, All Souls' - N. 11	364 0 0	224	118 15 2
473	Manchester, Ancoats (Chalmer's), Mill St. Pres. 11	- - -	366	194 18 10
473	Manchester, Ancoats, Lyceum Factory - B. 4	- - -	147	96 6 8
473	Manchester, Ancoats (Piercy St.) Pres. *a*			
473	Manchester, Ancoats, St. Alban's R. 10	- - -	227	108 9 3
			84	31 0 0
473	Manchester, Ancoats, St. Andrew's (St. Andrew's Square) - N. 12	*300 0 0	269	141 9 6
	" " - "	907 0 0		
473	Manchester, Ancoats, St. Anne's - R. 10	- - -	377	187 1 6
			107	42 15 10

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
471	Manchester, Birch, St. James' - N. 3	- - -	170	88 9 10
473	Manchester (Buxton St.), Infants - 4	- - -	174	88 9 10
473	Manchester Cathedral - N. 1	*400 0 0	191	88 13 4
	" " - "	36 0 0		
473	Manchester, Cathedral Charity - 11	27 4 8	50	*b*
473	Manchester (Cheetham-Hill Rd.) Jews' 3	- - -	228	120 8 10
473	Manchester (Cheetham Hill) - W. 10	- - -	136	73 14 4
473	Manchester, Free - - 3	- - -	283	153 16 0
473	Manchester (Granby Row) - N. 11	200 0 0	419	203 15 0
471	Manchester (Hyde Road), St. Matthew's N. 4	- - -	266	95 6 6
			22	6 0 0
473	Manchester, Lever St. - W. 10	- - -	91	41 10 8
473	Manchester, Lower Mosley St. - B. 10	*820 0 0	692	368 16 6
473	Manchester, Marshall St. B. 9	- - -	665	304 16 10
473	Manchester (Miles Platting), St. John's, Argyle Street Ch. 11	- - -	310	143 18 0
			26	3 11 8
473	Manchester (Miles Platting), Institute - - B. 9	- - -	403	158 9 10
473	Manchester, New Jerusalem Church 10	- - -	654	389 7 4
473	Manchester, Ragged, Industrial, and Reformatory (Ardwick Green).			
473	Manchester and Salford Ragged and Reformatory.			
471	Manchester, Rusholme Road - - W. *c*			
473	Manchester, St. Alban's, (late Strangeways) - N. 11	- - -	156	75 18 8
471	Manchester, St. Alphonsus' R. 10	- - -	205	98 11 10
471	Manchester, St. Andrew's Pres.			

a School closed at present. *b* Grant refused under Article 52*d*. *c* School closed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
473	Manchester, St. Andrew's (Baird St.) N. 12	- - -	143	64 12 4
473	Manchester, St. Anne's - N. 11	571 0 0	130	55 12 8
473	Manchester, St. Barnabas' - N. 1	1,153 18 4	400	207 10 10
473	Manchester, St. Catherine's N.	654 0 0		
473	Manchester, St. Chad's (Cheetham Hill) - R. 10	620 0 0	594	295 15 10
			70	21 8 4
473	Manchester, St. James' - N. 1	700 0 0	120	60 17 10
473	Manchester, St. John's - N. 2	66 0 0	319	153 18 0
473	Manchester, St. Jude's - N. 1	- - -	382	182 15 8
473	Manchester, St. Luke's (Cheetham Hill) - N. 2	- - -	89	44 11 10
473	Manchester, St. Luke's, Infants (Cheetham Hill) - - N. 2	505 0 0	76	33 10 0
470	Manchester, St. Margaret's, Cornbrook St., Chorlton Road, (Boys) - N. 1	- - -	125	46 10 6
473	Manchester, St. Mark's (Cheetham Hill) - N. 1	263 18 4	230	116 8 10
473	Manchester, St. Mary's R. 10	460 0 0	246	132 13 4
			124	53 8 4
473	Manchester, St. Matthew's N. 1	461 2 6	145	69 18 6
473	Manchester, St. Michael's - N. 3	780 13 4	217	97 18 10
473	Manchester, St. Patrick's - R. 10	- - -	412	181 17 6
			123	34 15 10
473	Manchester, St. Paul's (Bennet St.) - 2	- - -	44	22 2 8
			84	18 5 0
473	Manchester, St. Paul's (Turner Street) - 2	- - -	64	29 6 8
473	Manchester, St. Peter's (Oldham Road) Ch. 4	- - -	172	71 16 0
473	Manchester, St. Philip's, Bradford Road - Ch. 11	786 13 7	432	197 10 11
471	Manchester, St. Silas' - - N.	612 0 0		
471	Manchester, St. Stephen's - Par.	701 2 0		
473	Manchester, St. Thomas' (Redbank) N. 2	531 0 0	233	115 9 4
471	Manchester, St. Wilfred's - R. 10	- - -	621	277 2 0
			195	59 12 6
473	Manchester, St. William's - R. 10	- - -	303	151 15 10
471	Manchester, Tomlinson Street, Dom. Mission 6	- - -	101	58 14 10
478	Marsden, Great - N. 3	250 0 0	169	87 14 6
478	Marsden, Little - N.	*100 0 0		
	„ - „	6 19 0		
478	Marsden, Little (Lomeshaye), Undenoml. 7	346 6 10	191	157 8 7
			81	30 2 6
481	Mawdsley - N.	85 0 0		
481	Mawdsley - R.	223 0 0		
481	Mawdsley - W. 6	- - -	23	13 4 7
473	Mayfield - B. 10	- - -	240	143 7 4
480	Mellor Brook N. *a*	*110 0 0		
464	Meols, North P. 9	1,000 0 0	282	123 14 8
484	Michael's, St., on Wyre - N. 5	- - -	86	42 0 4
463	Micklehead Green - B. *a*			
475	Middleton - N. 3	321 0 0	132	70 0 0
			84	24 11 8
475	Middleton, Barrowfields, Mixed - 3	135 0 0	139	76 8 6
475	‡Middleton, Infants - N.			
475	Middleton, New Jerusalem - 2	- - -	176	101 3 10
475	Middleton, Trinity - N. 3	- - -	54	25 5 10
			21	10 17 6
476	Milnrow - N. 6	570 0 0	206	116 11 4
476	Milnrow - B.	90 0 0		
476	Milnrow, Newhey, Ch. *See* Newhey, N.			
482	Moor Park - W. 4	- - -	116	55 6 4
			57	18 12 6
475	Moorside - Ch. 5	- - -	129	83 12 4
463	Moss Bank - N. 1	303 0 0	74	40 7 6
			33	12 12 6
474	Mossley, St. George's - N.	465 0 0		
474	Mossley, St. Joseph's - R. 11	- - -	74	38 0 2
			49	17 3 0
473	Moston - N.	174 0 0		
477	Musbury - N. 4	- - -	105	60 19 6
			15	5 0 10
478	Nelson in Marsden, Infants - - 3	- - -	84	35 3 6
486	Newbarns - Ch. 6	- - -	82	5 1 4
464	Newburgh (Ormskirk) N. 3	- - -	138	41 7 11
468	New Bury (Bolton) - N. 3	- - -	162	92 3 6
			60	24 13 4
477	Newchurch, Mechanics' Institute - B. 9	- - -	120	72 12 0
			60	20 16 8
477	Newchurch in Rosendale - N. 4	- - -	133	82 1 4
			26	10 10 0
467	Newchurch, near Warrington - Ch. 4	- - -	92	37 10 0

a School closed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
476	Newhey - N. 6	207 0 0	127	78 2 2
482	Newsham, St. Mary's - R. 5	- - -	28	10 12 10
473	Newton Heath, All Saints' (No. 1) - N.	913 1 4		
473	Newton Heath, All Saints' (No. 2) - N. 4	254 6 8	158 36	71 3 8 9 6 8
473	Newton Heath, All Saints', Infants - 4	- - -	133	60 13 4
473	Newton Heath, Hulm Hall Lane - - W. *a*			
466	Newton in Makerfield, St. Peter's - N. 6	1,216 0 0	68	36 6 8
476	Norden (late Blackpits) N. 6	128 0 0	93	52 15 4
476	Oakenrod Day 6	- - -	117 28	72 15 6 9 3 4
480	Oakenshaw - W. 5	- - -	107	72 0 8
475	Oldham - B. *b*	*254 0 0		
475	Oldham, New Jerusalem - 6	- - -	89	23 18 5
475	Oldham (St. Domingo Street) - W. 7	- - -	357	163 5 6
475	Oldham, St. James' (Greenacres Moor) N. 4	*165 0 0 58 10 0	280	171 12 8
475	Oldham, St. " Marie's - R. 11	1,451 0 0	314 132	152 13 2 50 10 0
475	Oldham, Parish Church 4	1,000 0 0	387	176 10 8
475	Oldham, St. Peter's - N. 4	*588 0 0 650 0 0	331	164 9 4
475	Oldham, York" Street - Ch. 4	- - -	87	9 7 4
471	Openshaw - N. 3	165 6 4	142 9	81 19 0 2 15 10
471	Openshaw - W. 1	- - -	165 38	103 19 6 15 13 4
466	Orford, Endowed - 9	12 0 0	104	54 3 10
464	Ormskirk - N. *a*			
464	Ormskirk, United Charity 3	342 3 4	373	162 15 4
465	†Orrell, St. James' - R.			
480	Oswaldtwistle, Belthorne, and Daisey Green - 4.	*96 0 0 479 0 0	46 21	21 2 4 7 0 10
480	Oswaldtwistle" Busk - - 4	*93 0 0 45 0 0	175 29	99 0 4 9 0 10
480	Oswaldtwistle," Cabin End - N. 4	*120 0 0 523 0 0	115	71 10 10
480	Oswaldtwistle," Newlane - N. 4	232 10 0	102 22	48 19 5 6 3 4
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
480	Over Darwen, Trinity - N. 11	*200 0 0 792 8 0	197 27	92 2 8 8 4 2
472	Paddington, St. Paul's - N. 9	448 0 0	376 20	184 17 2 6 0 0
472	Paddington, St. Paul's 2nd Infant N. 9	- - -	169	82 12 0
466	Padgate - N.	150 0 0	152	64 16 3
478	Padiham Ch. 3	- - -	83	19 17 6
478	Padiham, Infants - - 3	465 0 0	52	26 9 8
478	Padiham - B. 4	- - -	119 49	61 7 10 14 10 10
478	Padiham W. 5	- - -	314 96	187 8 8 34 1 8
465	Park Lane (Ashton-in-Makerfield) R. 5	- - -	116	55 14 8
463	Parr, Brookfield - - Ch. 1	214 8 0	103	48 10 10
463	Parr, St. Helen's, St. Helen's - N. 12	386 16 8	168	82 15 2
474	Park Bridge (Leesfield) Works - 5	- - -	60	25 3 6
470	Patricroft, HolyCross - R. 11	- - -	67	35 5 10
470	Patricroft, Mechanics' Institute - B. 10	326 2 8	203	102 13 2
463	Peasley, Infant Ch.	171 0 0		
463	Peasley, Trinity - - N. 1	- - -	175	83 9 10
465	Pemberton (Goose Grn.) N.	*30 0 0		
472	Pendlebury, Ch. Ch. - 10	- - -	204 86	92 13 8 10 15 0
472	Pendlebury, St. John's - N. 10	287 10 0	189	85 14 2
472	Pendleton, Brunswick W. 3	845 0 0	223	100 10 6
472	Pendleton, St. James' - R. 10	- - -	174	55 4 7
472	Pendleton, St. Thomas' - N. 10	*60 0 0	248 51	117 0 2 8 15 10
466	Penketh - W. 9	270 0 0	59	35 13 2
486	Pennybridge N. 7	*70 0 0	90	18 1 3
480	Pickup Bank N. *a*			
469	Pilkington (Park Lane) B. 4	- - -	221	112 15 0
484	Pilling - - N. 5	483 0 0	106	56 18 10
469	Pimhole - Ch. 7 *c*	- - -	135	54 17 3
469	Pits-o'-th'-Moor - - W. 9	- - -	145	87 2 4
480	Pleck Gate, St. John's - N. 12	- - -	88	48 15 2
465	Poolstock - Ch. 12	- - -	277 29	140 18 5 11 3 10
485	Poulton-le-Sands - N. 6	740 0 0	157	63 10
463	Prescot - R. 5	- - -	90	34 18 1
482	Preston, All Saints' - N. 10	466 5 0	445 36	245 3 3 12 18 10

a School discontinued. *b* Discontinued as an elementary school for the education of the poor.
c School now disused. Children transferred to Bury, St. Thomas, N.S.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
482	Preston, Central - N. 10	- - -	302	141 6 4
482	Preston, Ch. Ch. - N. 10	*105 0 0	302	147 10 0
	" "	1,142 0 0	52	16 5 0
482	Preston (Croft St.) - W. 4	- - -	200	94 0 2
			71	22 9 2
482	Preston, Emmanuel, Infants - N. 11	339 5 0	195	86 5 4
482	Preston (Orchard St.), United Methodist Free Church - 4	517 0 0	144	49 2 4
			131	33 2 6
482	Preston, St. Augustine's R. 9	- - -	312	158 9 10
			96	43 1 10
482	Preston, St. Ignatius' - R. 9	- - -	437	199 17 5
			137	42 19 1
482	Preston, St. James' - N. 10	501 0 0	385	177 12 3
482	Preston, St. Joseph's (Ribbleton Lane) - R. 9	- - -	204	84 4 8
			42	16 16 8
482	Preston, St. Luke's, Infants (late St. Paul's Infant, Deepdale Mill Street) - N. 10	187 13 8	157	57 2 2
482	Preston, St. Mark's - N. 10	- - -	268	133 19 8
482	Preston, St. Mary's - N. 10	*250 0 0	550	275 5 3
	" "	244 0 0		
482	Preston, St. Mary's St. W. 4	- - -	115	13 13 11
482	Preston, St. Paul's - N. 11	361 9 2	688	358 16 0
482	Preston, St. Peter's, Brook St., Boys - - N. 11	222 0 0	619	366 3 0
482	Preston, St. Peter's, Coldbath Street, Girls and Infants - N. 11	1,177 12 0		
482	Preston, St. Thomas' (Boys, Girls, and Infants) N. 10	483 0 0	543	288 19 4
			84	30 18 2
482	Preston, St. Thomas', Infants - - N.			
482	Preston, St. Wilfred's (Fox Street) R. 9	80 0 0	423	180 19 0
			193	59 19 2
482	Preston, The Talbot - R. 9	- - -	669	352 18 6
			113	40 0 10
482	Preston, Trinity - N. 10	657 13 4	217	107 12 9
82	Preston (Upper Walker Street) - R. 9	320 0 0	326	134 4 8
			82	23 6 8

a School closed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
473	Prestwich - N. 3	- - -	202	113 12 0
473	Prestwich (Rooden Lane) - B. 3	250 0 0	151	79 15 2
485	Quernmore - N. 6	*35 0 0	30	14 0 0
	"	92 5 0		
469	Radcliffe, Bank Top - Ch. 6	450 0 0	81	39 0 8
469	Radcliffe, Black Lane Ch. 6	- - -	88	60 18 10
469	Radcliffe Bridge, St. John's - N. 7	- - -	281	170 4 4
			69	25 15 10
469	Radcliffe Bridge - W. 6	- - -	152	71 12 0
469	Radcliffe Hall - - N. 6	*405 0 0	204	128 7 10
469	Radcliffe, St. Thomas' - Ch. 7	- - -	185	91 1 8
			35	10 19 2
469	Radcliffe - W. *a*	130 0 0		
463	Rainford (at Crank Hill) N. 4	117 0 0		
463	Rainford, St. Helen's - N. 4	209 5 0	144	70 11 3
463	Rainhill, St. Ann's - N. 5	175 0 0	116	46 3 5
			6	2 8 4
463	Rainhill (Boys) R.			
463	Rainhill (Girls) - R. 5	- - -	43	23 13 4
469	Ramsbottom, New Jerusalem - - 6	- - -	71	37 0 6
463	Ravenhead Colliery - N. 1	- - -	105	49 17 0
463	Ravenhead (British Plate Glass Company's) 4	- - -	281	132 9 4
			19	5 12 6
484	Rawcliffe Hall - - N. *b*			
477	Rawtenstall N. 4	*200 0 0	259	172 8 6
			67	31 0 10
477	Rawtenstall (HollyMount) B. 2	- - -	182	113 10 10
477	Rawtenstall W. 2	- - -	184	108 13 8
			21	11 14 2
478	Read (in Whalley) - N.	*60 0 0		
452	Reddish, Albert B. 6	- - -	102	51 6 6
			19	2 15 0
473	Rhodes - Ch. 3	390 10 8	82	48 0 0
			26	7 15 0
475	Rhodes, Print Works - B. 1	- - -	81	57 12 8
482	Ribchester - N. 4	- - -	56	31 12 6
482	Ribchester, St. Peter and St. Paul - R. 3	- - -	47	10 9 7
480	Rishton, St. Peter's - N.	- - -	96	56 11 2
			41	13 9 2
480	Rishton - R. *a*			
467	Risley - Pres. 3	148 0 0	53	24 4 10
476	Rochdale - B.	*250 0 0		
476	Rochdale, Lower Place, W. 2	- - -	44	66 11 2
476	Rochdale - P. 5	188 0 0	358	217 6 8

b School sold.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
476	Rochdale, St. Alban's, Boys - Ch. 5	- - -	102	58 19 8
			26	7 11 8
476	Rochdale, St. Alban's, Girls - N. 5	636 0 0	170	103 7 4
476	Rochdale, St. Chad's - N.	431 0 0		
476	Rochdale, St. James' - N. 5	- - -	170	69 7 3
			27	7 7 6
476	Rochdale, St. John's - R. 11	- - -	213	111 4 8
			82	25 13 8
476	Rochdale (St. Mary's District) - - N. 5	35 13 6	194	109 5 10
476	Rochdale, St. Patrick's - R. 11	- - -	196	107 3 3
			151	40 16 8
476	Rochdale - W. 2	- - -	306	138 3 10
			45	17 12 6
478	Rough Lee - B. 5	- - -	38	24 2 7
475	Royton, St. Paul's - N. 5	15 0 0	215	116 16 8
			77	32 14 2
475	Royton - W. 2	- - -	109	65 9 2
471	Rusholme, Trinity, and Girls Industrial Ch. 12	598 15 0	181	98 17 0
474	Ryecroft - B. 7	- - -	331	207 1 10
479	Sabden - B. 4	- - -	121	61 10 0
	†Salem, Moravian.			
480	Salesbury - N. 5	240 0 0	62	27 10 0
472	Salford (Broughton Road) - W. 3	- - -	219	117 14 4
472	Salford (Chapel Street), Girls, Scotch Pres. 10	- - -	78	36 17 2
472	Salford, Ch. Ch. N. 2	- - -	390	168 9 10
			10	1 5 0
472	Salford (Ellor Street) - B.	*200 0 0		
	" "	50 0 0		
472	Salford (Gravel Lane) - W. 3	- - -	414	183 8 2
472	Salford (Great George Street) Model - N. 12	468 0 0	274	129 1 8
472	Salford, Indust. and Ragged.			
472	Salford (Mount Carmel) - R. 10	- - -	262	98 7 0
472	Salford, Mount Street (Boys and Infants) Scotch Pres. 10	- - -	133	57 10 8
472	Salford, New Jerusalem Ch. 10	- - -	373	207 17 2
472	Salford, St. Bartholomew's N. 12	437 0 0	332	148 10 0
			21	6 9 2
472	Salford, St. John's - R. 11	- - -	417	214 15 2
			223	64 12 6
472	Salford, St. John's, Male Infant - R. 11	- - -	151	66 8 0
472	Salford, St. Matthias' - N. 2	500 0 0	357	160 15 0
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
472	Salford, St. Peter's, Greengate - R. 11	475 0 0	292	145 11 6
			47	16 19 2
472	Salford, St. Philip's, Infants - N. 4	- - -	84	45 11 8
472	Salford, St. Simon's - N. 4	1,109 0 0	162	64 19 5
			27	6 0 10
472	Salford, St. Stephen's - N. 4	- - -	246	136 7 6
472	Salford, St. Stephen's, Infants - Ch. 4	- - -	117	46 19 10
472	Salford, Trinity Ch.			
472	Salford, Working Men's College - 2	- - -	288	144 2 6
482	Samlesbury - N.	*120 0 0		
466	Sankey Chapel N. 10	27 0 7	63	31 18 10
486	Satterthwaite and Rusland N.	100 0 0		
464	Scarisbrick Ch.			
484	Scorton - B. 4	- - -	34	7 1 10
485	Scotforth - N.	50 0 0		
462	Seaforth - Ch. 11	259 0 0	172	87 16 0
468	Sharples, Messrs. Ashworth's B. 9	- - -	137	74 9 10
475	Shaw - - N. 5	*200 0 0	184	138 19 6
	" - - "	96 5 0		
475	Shaw - - W. 4	- - -	162	85 14 2
			38	10 10 0
465	Shevington, Mixed - Ch. 11			
469	Shuttleworth N. 6	250 0 0	96	56 16 6
			42	13 1 8
485	Silverdale - N.	87 0 0		
483	Singleton - Ch. 5	- - -	53	28 16 0
485	Skerton, St. Luke's - N.	*120 0 0		
	" "	30 0 0		
476	Smallbridge, St. John's - N. 6	*200 0 0	257	139 14 5
468	Smithill's Deane N.	60 0 0		
481	South Hill (Whittle-le-Woods) - R. 4	424 0 0	56	29 11 8
464	Southport - B. *a*	*60 0 0		
464	Southport, Ch. Ch. - N. 10	*57 0 0	304	137 4 10
	" "	315 0 0		
464	Southport, St. Mary's - R. 11	- - -	46	9 8 2
464	Southport, St. Paul's (Boys, Girls, and Infants) 10	128 0 0	365	183 6 9
464	Southport (Talbot Street) W. 1	- - -	214	104 12 6
464	Southport, Trinity - N. 10	1,147 15 0	207	101 5
483	Southshore - N. 5	80 0 0	29	6 18
476	Spotland - N. 6	*166 0 0	145	93 3 11
	" - "	60 9 1	67	23 0 10

a School not existing.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Stand - - N.	*270 0 0		
465	Standish, Grammar - N. 12	- - -	125	30 5 0
462	Stanley, St. Anne's - N. 11	610 0 0	308	159 15 10
486	Staveley (in Cartmel), Endowed -	32 0 0		
477	Stonefield - N. *a*	*60 0 0		
470	Stretford - N 10	566 17 6	210	68 19 10
476	Stubbylee, St. Saviour's Ch. 6	- - -	135	49 7 9
			26	8 3 4
469	Summerseat W. 9	- - -	157	101 11 0
			42	12 15 0
463	Sutton, St. Anne's - R. 10	- - -	123	56 12 8
463	Sutton, St. Helen's - N. 11	588 15 0	343	172 2 8
			27	13 14 2
463	Sutton, St. Joseph's - R. 5	754 0 0	172	74 6 8
470	Swinton - Ch. 10	- - -	278	161 10 8
			24	7 6 8
470	Swinton, Industrial - U.			
470	Swinton, Girls - Pres. 4	- - -	92	48 9 6
470	Swinton - W. 7	- - -	178	74 5 0
478	Symonstone N.	*52 0 0		
464	Tarleton - N. 5	*120 0 0	37	5 3 1
464	Tarleton (The Holmes) - N.	166 0 0		
475	Thornham - N.	*100 0 0		
485	Thurnham - R. 6	- - -	44	25 10 0
480	Tockholes - N.	50 0 0		
495	Todmorden - N. 4	510 10 0	214	120 6 10
475	Tonge-cum-Alkrington N. 3	301 16 8	179	110 4 0
469	Tottington, St. Anne's N. 7	*189 0 0	66	34 14 8
469	Tottington Mill - - B. 7	- - -	47	26 11 8
478	Towneley, Infants - - R. 3	- - -	115	55 14 6
478	Trawden - N.	140 0 0		
			153	93 9 0
477	Tunstead - N. 4	*110 0 0	54	20 0 0
480	Turncroft, St. John's Ch. 11	- - -	146	89 16 8
			54	22 11 8
			179	66 0 8
468	Turton - Ch. 3	- - -	76	22 2 6
			400	219 8 4
467	Tyldesley - Ch. 4	948 0 0	11	4 0 10
481	Ulneswalton N.	35 0 0		
486	Ulverstone - N. 7	*150 0 0	520	240 15 10
	" - "	124 4 6		
486	Ulverstone - W. 4	- - -	66	23 5 5
469	Unsworth, St. George's N. 6	452 0 0	85	43 17 0
469	Unsworth - W. *a*			
465	Upholland Girls - - N. 12	198 0 0	42	12 9 4
465	Upholland, Grammar, (Lower Division) - 12	- - -	73	36 5 10
			16	6 8 9
465	Upholland, Lord Crawford's Ch.		•	

a School closed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
465	Upholland Moor (late Holland Moor) - N. 12	108 5 4	78	35 13 6
			10	4 6 8
470	Urmston Ch. 10	225 12 0	77	35 3 7
486	Urswick (Grammar) Ch. 6	- - -	50	20 2 8
470	Walkden Moor N. 9	- - -	313	167 19 0
			29	8 2 9
469	Walmersley, Ch. Ch. - N. 6	*150 0 0	110	55 9 6
482	Walmer Bridge B. 4	- - -	103	58 13 4
			14	3 0 0
468	Walmsley - N.	*200 0 0		
	" - "	150 0 0		
462	Walton Breck, Trinity - N. 2	420 10 0	205	69 14 2
482	Walton, Higher Ch. 11	- - -	130	78 5 11
482	Walton-le-Dale N. 10	*300 0 0	180	107 8 8
		149 0 0		
462	Walton-on-the-Hill - - N. 11	- - -	85	36 4 8
476	Wardle - N. 6	270 0 0	113	53 3 4
466	Wargrave - N. 10	588 5 1	203	100 18 4
466	Warrington B. 10	532 10 0	245	131 18 4
466	Warrington, Model, Boys P. 10	*500 0 0		
	" - "	31 1 0	539	272 6 4
466	Warrington, Model, Girls and Infants N. 10	676 10 0		
466	Warrington, Heathside - N. 11	442 0 0	572	323 3 4
			39	19 4 2
466	Warrington, St. Alban's, Boys - R. 5	- - -	140	63 15 7
466	Warrington, St. Alban's, Girls and Infants - R. 5	639 0 0	190	86 2 2
466	Warrington, St. Ann's Ch. 10	415 0 0	154	70 12 0
466	Warrington, St. Paul's, Newton Street, Infant - Ch. 11	95 0 0	93	43 9 6
485	Warton, Girls and Infants B. 4	- - -	66	30 11 5
485	‡Warton, Parish Grammar.			
475	Waterhead - N. 5	187 13 4	207	132 17 8
			46	14 1 8
462	Waterloo, Ch. Ch. - N. 5	211 0 0	112	34 9 0
462	Waterloo - W. 1	- - -	107	52 1 6
462	Wavertree - Ch. 9	- - -	228	29 8 11
462	Wavertree, Infants - B. *b*			
462	Wavertree, St. Mary's Ch. 9	- - -	70	34 2 6
483	Weeton - N. 5			
480	Wensley Fold N.	245 0 0		
462	West Derby - P. 10	1,567 16 0	275	130 16 4
462	West Derby - U.			

b School sold.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
468	Westhoughton P. 4	612 0 0	111	65 14 4
			26	7 13 4
468	Westhoughton, Daisy Hill, Infants - N.	43 0 0		
467	Westleigh - N. 2	- - -	120	70 15 10
			57	16 12 6
467	Westleigh Mill N. 2	- - -	133	65 6 4
			17	5 4 2
479	Whalley - N. 4	*40 0 0	53	28 19 6
	„ - „	183 0 0	16	4 3 4
470	Whalley Range, St. Margaret's, Girls and Infants.			
481	Wheelton - N.	50 0 0		
481	White Coppice N.	75 0 0		
485	Whittington, Boys - - N. 6	- - -	27	7 5 0
			5	1 19 2
485	Whittington, Girls - - N. 6	- - -	48	25 9 10
481	Whittle-le-Woods N. 2	*53 0 0	113	37 6 1
	„ „	77 10 6		
476	Whitworth - N. 6	- - -	96	57 10 0
463	Widnes Dock N. *a*	30 0 0		
465	Widnes Dock, St. Mary's - N. 10	235 0 0	262	117 3 6
463	Widnes Dock, St. Marie's R. 5	302 10 0	214	100 14 11
			25	10 17 6
465	Wigan, All Saints' - N. 11	248 0 0	110	25 7 6
465	Wigan, Blue Coat - - N. 11	513 10 0	323	125 17 6
			14	5 10 0
465	Wigan - Pres. 4	90 0 0	143	63 15 4
			18	5 18 4
465	Wigan, St. Catherine's N. 11	*450 0 0	174	68 3 0
			25	10 19 2
465	Wigan, St. George's - N. 11	*306 0 0	163	76 11 8
465	Wigan, St. John's - R. 4	144 13 4	363	191 2 6
			54	26 18 4
465	Wigan, St. Joseph's - R.			
465	Wigan, St. Mary's - R. 4	126 11 6	215	108 15 6
			25	18 0 10
465	Wigan, St. Patrick's - R. 4	920 0 0	441	234 14 10
			33	18 7 6
465	Wigan, St. Thomas' - N. 12	578 8 0	235	88 18 1
			41	14 10 10
465	Wigan - - W. 5	1,644 0 0	151	40 17 5
			17	7 9 2
468	Wingate, St. John's - N. 4	47 15 0	114	71 9 10
471	Withington, St. Paul's - N. 3	100 0 0	101	45 15 8
481	Withnell Mill W. 3	- - -	82	45 4 0
480	Witton, St. Mark's - N.	204 0 0		
482	Woodplumpton N. 5	226 17 6	71	34 8 4
463	Woolton, Little N.	137 0 0		
463	Woolton, Much N. 6	300 0 0	205	81 15 0

a School closed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
463	Woolton - R. 3	- - -	134	67 17 0
470	Worsley - N. 9	- - -	283	145 19 2
			37	12 4 2
470	Worsley, Edgefold, Infants N. 9	- - -	46	25 12 6
470	Worsley, Ellenbrook, Night N.			
470	Worsley, Roe Green, Inft. N. 9	- - -	38	17 9 8
			21	8 7 6
478	Worsthorn - N. 3	- - -	106	8 18 3
469	Worth Mills B. 7	- - -	63	32 14 0
			15	5 2 6
485	Yealand, Conyers - - N. 6	76 0 0	28	13 8 8
485	Yealand, Conyers - - B. 4	- - -	51	16 14 8
	LEICESTERSHIRE.			
416	Anstey - Ch. 6	- - -	100	43 11 4
			20	5 3 4
414	‡Appleby - B. *b*			
408	Arnesby - N.	77 0 0		
418	Asfordby - Ch. 5	- - -	70	27 8 0
			3	0 10 10
414	Ashby-de-la-Zouch - N. 4	*250 0 0	252	128 2 3
	„ „	60 0 0	18	6 18 4
414	Ashby-de-la-Zouch, Endowed Grammar.			
408	Ashby Magna Ch.			
411	Aylestone - N.	75 0 0		
414	Bardon Park B. *a*			
416	Barkby - P. 3	- - -	64	25 7 10
443	Barkestone - N. 5	- - -	67	12 7 10
416	Barrow-upon-Soar - Ch. 5	200 0 0	89	33 5 3
412	Barwell - Ch.			
416	Belgrave - N. 3	*60 0 0	168	82 19 3
	„ „	326 0 0	44	14 6 8
415	Belton - - N. 3	82 0 0	58	29 14 9
416	Birstall - N. 3	165 0 0	78	40 6 8
411	Blaby - - N.	128 13 6		
414	Blackfordby N.	20 0 0		
427	Bottesford - N. 5	418 3 0	64	24 13 4
409	Bowden, Great N. 6	*60 0 0	57	27 11 4
418	Branstone - N.	70 0 0		
444	Breedon-on-the-Hill - N.			
408	Broughton Astley - N. 7	95 0 0	52	4 9 3
418	Buckminster N.	40 0 0		
412	Burbage - N. 6	- - -	65	30 5 4
412	Burbage - W. 5	- - -	44	20 15 6
410	Burton Overy N. 7	- - -	39	18 7 6
444	Castle Donnington - P. 3	620 0 0	177	96 2 4
414	Coalville - N. 3	*70 0 0	91	47 0 4
	„ „	120 0 0		
414	Coalville - B. 5	- - -	181	98 7 6
427	Croxton Kerrial - N.	75 0 0		
418	Dalby, Old - B. 5	- - -	90	40 10 2

• *b* School not existing.

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	LEICESTER—*cont.*	£ s. d.		£ s. d.
444	Diseworth - Ch. 2	190 0 0	41	6 15 9
412	Earl-Shilton N. 7	389 14 0	166	80 10 8
			17	4 0 10
418	Eaton - - P.			
418	Edmondthorpe N. 4	- - -	37	8 11 0
411	Enderby - N. 7	411 0 0	100	37 16 4
			41	14 17 6
418	Frisby-on-the Wreak - N.	121 5 9		
408	Gilmorton - N. 6	120 0 0	98	48 18 1
			13	4 0 8
411	Glenfield, Mixed and Infant N. 7	- - -	48	23 17 4
			29	8 12 6
410	Glenn, Great Ch. 7	- - -	77	27 16 1
414	Grace Dieu, Mixed Village - R. 5	- - -	59	34 12 0
414	Griffydam - W. 5	349 16 8	117	54 4 9
413	Groby - - Ch. 7	- - -	49	26 9 6
418	Harby - - N. 4	290 0 0	52	3 7 4
415	Hathern - N. 3	254 0 0	70	27 3 9
414	Heather - N.	40 0 0		
412	Higham-on-the-Hill - N. 6	*46 0 0	57	26 7 8
	" "	23 12 6		
412	Hinckley - N. 6	- - -	130	59 19 8
			38	12 11 8
412	Hinckley, Congregational 4	- - -	67	35 15 0
412	Hinckley, Trinity - N.	220 0 0		
418	Hose - - N. *a*	80 0 0		
414	Hugglescote N. 3	272 10 0	98	45 16 4
414	Hugglescote and Donington - - N.	*51 0 0		
410	Humberstone N. 8	- - -	50	20 19 4
			4	0 10 0
409	Husband's Bosworth - N. 6	405 0 0	93	44 9 10
			13	4 17 6
413	Ibstock - B. 5	143 5 0	82	38 8 8
413	Ibstock - N. *b*			
444	Kegworth - N. 3	133 0 0	118	57 11 6
409	Kibworth Beauchamp N. 7	147 0 0	69	19 1 3
408	Kilworth North N.			
408	Kilworth, South - N.	*40 0 0		
	" "	77 0 0		
408	Kimcote - N.			
411	Kirby Muxloe Ch. 3	- - -	47	24 15 10
			11	4 7 6
411	Knighton - N.	45 0 0		
427	Knipton - N. 5	- - -	70	36 2 6
419	Knossington Ch. 4	- - -	36	15 8 11
417	Leicester (Archdeacon Lane), Infants - B.	*100 0 0		
417	Leicester, Central County, St. Nicholas' N. 3	- - -	298	138 7 0
417	Leicester, Ch. Ch. - - N.	150 0 0		
417	Leicester (Curzon Street) N.	237 3 4		
417	Leicester (Great Meeting), Day - - B. 5	- - -	564	276 15 2
417	Leicester (Hill Street) - B. 5	*750 0 0	813	392 19 8
	" " "	235 0 0		
417	Leicester, Humberstone Road - - W. 5	- - -	181	27 16 9
417	Leicester, Kent and Conduit Street Ch. 4	- - -	88	10 10 4
417	Leicester (Knighton Street) N. 3	- - -	214	72 19 4
417	Leicester - U.			
417	Leicester, St. Andrew's - N. 3	485 10 0	292	116 9 0
			67	21 17 6
417	Leicester, St. John's - N. 3	- - -	379	166 16 10
			68	16 5 0
417	Leicester, St. Margaret's N. 3	*425 0 0	421	195 19 8
417	Leicester, St. Margaret's, Caroline Street, Infants - N. 3	- - -	118	36 15 5
417	Leicester, St. Martin's, - N. 3	- - -	274	126 6 6
			111	32 5 10
417	Leicester, St. Mary's, Old P. 3	- - -	285	99 3 5
			14	4 6 8
417	Leicester, Victoria Street, St. Andrew's 3	- - -	105	47 3 4
415	Loughborough, All Saints', Infants and N.			
415	Loughborough, Emmanuel, Boys - - N. 3	- - -	52	9 0 0
415	Loughborough, Emmanuel, Infants - N. 3	411 0 0	216	88 14 3
415	Loughborough, Lancasterian 5	163 0 0	372	91 2 10
			30	7 8 4
415	Loughborough, R. 5	- - -	85	26 18 11
415	Loughborough W.	*a*		
409	Lubenham - N. 6	527 0 0	41	16 19 0
408	Lutterworth (Girls) - Ch. 6			
409	Market Harborough - N. 6	*100 0 0	185	72 13 10
	" " "	109 3 4		
409	Market Harborough - B.	*205 0 0		
413	Markfield Ch. 7	158 7 6	85	21 14 2
418	Melton Mowbray - - B. 5	- - -	306	146 4 2
418	Melton Mowbray, Free N. 5	20 0 0	263	96 7 11
			11	1 7 6
418	Melton Mowbray, Inft. Ch. 5	100 0 0	51	21 9 10
414	Moira - - Ch. *b*			
	Mount St. Bernard, Agricultural Colony, Reformatory R.			

a School closed.

b Removed from inspection.

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	LEICESTER.—*cont.*	£ s. d.		£ s. d.
413	Nailstone - N. 5	- - -	42	19 8 6
413	Nailstone, Infants - - N.			
410	Newton Harcourt - Ch. 4	- - -	35	9 2 6
			8	1 0 0
411	Oadby - - N.	220 0 0		
413	Peckleton, Juvenile Reformatory.			
416	Queniborough N. 3	85 0 0	53	15 18 10
416	Quorndon - N. 5	*48 0 0	103	52 7 10
	" - "	89 10 6		
416	Rearsby - Ch.			
427	‡Redmill - N.			
416	Rothley - N.	*69 0 0		
	" - "	17 3 4		
418	Scalford - N. 5	20 0 0	59	17 13 4
412	Sharnford - N. 6	79 0 0	46	19 8 8
415	Sheepshed - N. 3	*200 0 0	289	136 19 0
	" - "	112 7 11		
415	Sheepshed - R.			
397	Sheepy Magna N. 5	108 0 0	44	19 0 5
416	Sileby - - N. 5	378 0 0	123	62 2 4
416	Sileby, St. Gregory's - R. 5	- - -	40	6 1 5
413	Stapleton - N. *a*	75 0 0		
412	Stoke Golding, Grammar - -	40 0 0		
418	‡Stonesby - N.			
414	Swannington N. 4	276 12 0	69	21 13 7
414	Swepstone - N.	40 0 0		
416	Syston - P. 3	- - -	166	75 10 0
414	Thringstone N.	73 9 4		
411	Thurlaston, Boys, Girls, and Infants - - N. 7	444 6 0	78	34 16 1
416	Thurmaston N. 3	180 6 0	132	56 9 8
			35	9 15 10
418	Twyford - N. 3	76 0 0	40	19 7 8
			13	4 7 6
418	Twyford - W. 5	- - -	26	11 6 11
418	Waltham-on-the-Wolds N. 5	150 0 0	101	46 2 10
415	Whatton, Long N. 3	- - -	90	51 10 6
414	Whitwick - N. 3	*45 0 0	174	70 1 2
	" - "	696 0 0		
411	Wigston, Great N. 7	137 10 0	125	52 2 8
			25	8 4 2
411	Wigston, Great B. 5	- - -	72	65 18 6
416	Woodhouse - N.	*66 0 0		
416	Woodhouse Eaves - - N. 5	118 0 0	115	56 14 0
			15	4 14 2
414	Woodville - N. 4	191 6 8	68	29 5 10
415	Wymeswold N. 2	139 0 0	69	16 15 0
418	Wymondham Ch. 4	- - -	51	19 17 1
	LINCOLNSHIRE.			
430	Alford - - N. 5	194 18 6	201	98 15 0
433	Alkborough N. 11	- - -	44	23 4 3

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	LINCOLN—*coat.*	£ s. d.		£ s. d.
430	Anderby - Ch. 5	- - -	24	5 18 4
433	Appleby - N. 11	- - -	74	35 15 10
429	Asterby Achams - Ch. 2	152 10 0	68	29 14 6
428	Bardney, Kitching's Charity.			
428	Bardney - W. 2	391 0 0	92	35 5 0
442	Barkstone - N.	*50 0 0		
427	Barrowby - Ch. 11	- - -	100	24 14 2
433	Barton-on-Humber - N 10	421 6 8	180	76 15 6
			8	1 0 0
433	Barton-on-Humber - W. 2	616 15 0	166	89 2 8
442	Bassingham N. 2	244 0 0	61	26 2 4
			6	1 10 0
442	Bassingham W. 1	279 0 0	75	39 13 0
432	Beesby - - N.	15 0 0		
431	Belleau and Aby - - N. 3	165 10 0	101	51 8 0
442	Bennington, Long - - N.	243 0 0		
425	Bicker - - N.	72 0 0		
431	Binbrooke - N.	100 0 0		
426	Blankney - N. 1	- - -	21	11 19 10
434	Blyton - N.	75 0 0		
430	‡Bolingbroke, New - - N.			
430	Bolingbroke, Old, and Hareby, Girls N.	65 0 0		
430	Bolingbroke, Old, Mixed N. 5	45 0 0		*b*
425	Boston - - N. 6	632 17 8	237	109 3 8
425	Boston - - B. 3	28 19 5	176	96 16 4
425	Boston, East, Infants - 6	- - -	78	37 7 4
425	Boston, St. James', West Church - N. 6	- - -	297	124 3 10
425	Boston - - W. 3	458 7 0	160	69 5 9
433	Bottesford - N. 4	100 0 0	51	26 13 4
422	Bourne (East-gate), Mixed, Infants - 3	- - -	69	19 6 6
442	Brant-Broughton - - W. 1	- - -	53	19 17 6
432	Brocklesby Park - - N. 11	- - -	90	47 3 6
430	Burgh - - W. 2	219 10 0	41	16 8 0
430	Burgh-le-Marsh N. 5	- - -	84	23 9 0
427	‡Burton Coggles P.			
434	Butterwick, West - Ch. 4	- - -	35	15 3 4
432	Caistor - N. 3	456 0 0	129	69 11 2
442	Carlton-le-Moorlands N.			
431	Carlton, Little, Infants - N.	90 0 0		
432	Claxby - - N.			
442	Claypole - N. 2	- - -	67	27 0 10
432	Cleethorpe - N. 10	349 1 5	101	48 2 2
431	Cockerington N.	42 0 0		
427	Colsterworth N. 5	- - -	92	46 5 4

a School closed.

b No grant claimed.

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
429	Coningsby - N.	*60 0 0		
429	‡Coningsby - W.			
431	Covenham, St. Mary's - N. 3	29 1 0	60	30 12 0
175	Croyland - N. 2	- - -	82	32 19 6
422	Deeping, St. James' - N. 7	- - -	81	45 7 6
421	Deeping, West, Charity - Ch. 7	- - -	36	5 15 5
428	Doddington N. 1	- - -	32	19 4 8
431	Donington-on-Baine - N.	190 0 0		
426	Dorrington -Ch. 7	- - -	48	20 0 4
			12	3 11 8
428	Dunholme - Ch. 11	- - -	25	13 16 2
428	Dunston - N.	45 6 8		
511	Epworth - N. 4	93 10 0	68	32 1 8
			63	31 18 8
426	Ewerby - Ch. 7	- - -	11	3 12 6
434	Ferry, West W. 2	- - -	57	25 10 2
428	Fiskerton - N. 11	278 0 0	33	5 2 11
442	Foston - N.	84 0 0		
430	Friskney - Ch. 6	350 0 0	96	22 18 4
429	Fulletby - N.	115 0 0		
434	Gainsborough, Boys - N. 5	168 0 0	119	47 16 11
			51	14 0 1
434	Gainsborough, Girls - N. 5	- - -	59	25 10 8
434	Gainsborough, Infants - N. 5	- - -	86	12 7 5
434	Gainsborough W. 2	250 0 0	175	93 14 0
431	Gayton-le-Marsh - N.	*31 0 0		
424	Gedney, Drove End - Ch. 7	264 0 0	37	15 4 6
424	Gedney Hill P.	286 0 0		
433	Glandford Brigg N. 4	425 0 0	123	66 1 10
			12	3 8 4
427	Gonerby, Great N. 11	- - -	55	21 0 7
423	Gosberton - N.	256 19 4		
433	Goxhill - W. 2	360 0 0	95	51 17 4
427	Grantham - N. 3	1,528 0 0	365	179 18 8
			122	33 16 8
427	Grantham - B. 10	*100 0 0	106	58 10 4
	" - "	25 11 4		
427	Grantham (Brownlow), Infants - Ch. 3	*105 0 0	100	50 14 2
	" " "	150 0 0		
427	Grantham (Little Gonerby), Infants - - N. 3	- - -	163	60 15 2
427	Grantham, Hurst's Charity - - *a*			
427	Grantham, St. Mary's - R.			
427	Grantham (Welby) Infants N. 3	308 0 0	148	70 6 0
432	Grasby - N. 3	- - -	47	26 7 2
			13	4 7 6
421	‡Greatford - N.			
432	Grimsby, Great R.			

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
432	Grimsby, Great (Boys and Girls) N. 10	344 18 9	164	68 4 4
			49	17 16 0
432	Grimsby, Great W. 2	1,050 0 0	463	223 1 2
433	Gunhouse - N. 4	- - -	15	6 2 4
426	Hale Magna Ch. 3	- - -	43	18 14 6
433	Halton, East P.	18 0 0		
430	Halton Holegate - - N. 5	135 0 0	61	27 11 8
428	Harmston - N. 1	155 7 0	46	24 7 2
432	Hatcliffe - W.	255 0 0		
434	Haxey - - Ch. 2	- - -	22	5 6 0
426	Heckington N. 6	108 0 0	91	39 9 6
428	Heighington, Girls - - N. *b*			
426	‡Helpringham N.			
427	Heydour - N. 1	- - -	28	12 13 10
430	Hogsthorpe N. 5	400 0 0	72	27 14 5
424	Holbeach, Girls - - N. 7	75 0 0	73	29 2 0
424	Holbeach, St. John's - N.	75 0 0		
433	Holland, New N. 10	- - -	92	32 14 2
428	Holton-le-Bickering Ch. 12	- - -	26	11 4 8
429	Horncastle - N. 2	46 10 0	194	82 7 6
			54	12 5 0
429	Horncastle - W. 3	787 0 0	127	52 10 6
429	Horsington - N.	197 2 6		
427	Hough with Brandon and Yelston - P. 1	- - -	34	13 10 0
433	Howsham - B. 2	- - -	58	29 5 10
430	Huttoft - N.	39 0 0		
430	Keal, West - N. 5	- - -	45	26 3 8
			15	5 7 6
432	Kelsey, South Ch. 3	- - -	60	26 17 6
			6	1 1 8
426	Kirkby-la-Thorpe and Asgarby - Ch.	106 5 0		
433	Kirton-in-Lindsey - N.	*67 0 0		
426	Kyme, North B. 3	- - -	61	8 18 9
426	Kyme, South Ch. 1	- - -	58	26 7 0
432	Laceby - N. *c*			
432	Laceby, Stanford's Charity N. 10			
432	Laceby - W. 2	- - -	59	21 16 10
422	Langtoft - Ch. 7	- - -	71	25 1 2
			9	2 2 6
428	Langworth-in-Newbold - Ch.	249 8 0		
426	Leadenham - N. 3	- - -	56	32 4 8
			10	3 0 0
425	Leake (New and Old) - - B. 3	360 0 0	76	35 8 10
425	Leake, New - W. 3	180 0 0	39	12 1 1
431	Legbourne (Boys) N. 3	80 15 0	43	24 15 2
			16	5 10 0
432	Legsby - N.	40 0 0		
428	Lincoln - B.	206 0 0		

a Merged into the National School.
b School given up.
c Amalgamated with Laceby, Stanford's Charity, N.S.

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
428	Lincoln, Central - - N. 12	- - -	283	129 8 4
428	Lincoln, North District - N. 12	397 10 0	208	94 18 0
428	Lincoln, Practising - 12	190 2 6	108	51 12 7
428	Lincoln, Miss Cookson's - N. 12	- - -	110	55 1 2
428	Lincoln - W. 2	1,427 0 0	485	259 10 0
432	Linwood - N. 3	- - -	27	14 13 2
432	Lissington - N. 3	160 0 0	37	21 7 4
431	Louth - - N. 3	205 0 0	203	109 3 2
			32	13 0 0
431	Louth, Infants N. 3	- - -	137	73 5 10
			229	125 2 0
431	Louth - - B. 2	618 0 0	7	2 10 10
			199	95 10 0
431	Louth, Trinity N. 3	- - -		
431	Louth - - W. 2	620 0 0	81	33 13 4
431	Ludborough, St. Mary's Ch. *a*	150 0 0		
433	Manton - N. 4	155 0 0	33	14 9 10
432	Market-Rasen N. 3	79 6 8	128	66 1 8
431	Marsh Chapel N. 3	*60 0 0	87	44 3 2
434	Marton - N.	82 0 0		
433	Messingham N. 4	110 7 10	64	34 5 0
428	Metheringham N. 1	144 5 0	38	9 16 9
428	Metheringham W. 3	- - -	69	27 17 0
			6	2 13 4
428	Navenby, Girls Ch. 1	- - -	54	22 11 8
428	Nettleham - N. 12	399 0 0	110	57 17 4
434	Newton-on-Trent - P.			
432	Newton-on-the-Wolds - N.	40 0 0		
428	Nocton - Ch. 1	- - -	40	*b*
434	Northorpe - N.	48 0 0		
430	Orby - - N.	*28 0 0		
430	Ormsby-cum-Kelsby - N.			
426	Osbournby - Ch. 4	- - -	97	34 17 1
			21	6 12 6
432	Owersby - P. 3	43 15 0	77	43 8 1
428	Owmby - N. *c*	*36 0 0		
434	Owston - N. 4	81 0 0	57	33 2 4
430	Partney - N. 5	220 0 0	43	20 17 6
423	Pinchbeck, East - - N. 7	140 0 0	108	42 1 10
423	Pinchbeck, St. Matthew's N. 7	- - -	33	14 5 0
423	Pinchbeck, West - - N. 7	- - -	74	30 4 8
423	Potterhanworth - N.	196 0 0		
430	Raithby - Ch.	54 3 9		
428	Repham - Ch.			
431	Reston - P.	96 0 0		
429	Revesby - P. 5	- - -	82	36 2 2
422	Rippingale - Ch. 3	- - -	49	27 9 6
426	Rowston - N.	78 10 0		
426	Ruskington N. 3	- - -	115	60 10 6
431	Saleby - N.	50 0 0		
431	Saltfletby, Parish Day N. *d*	64 0 0		

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
433	Saxby - - N. 3	- - -	34	17 19 6
			7	2 1 8
428	Saxilby - N.	180 9 3		
442	Scarle, North N. *a*			
434	Scottor and Scotton - N. 4	*100 0 0	54	27 14 4
	" "	126 0 0		
430	Skegness - N.			
428	Skellingthorpe N. 1	224 8 0	71	3 5 0
430	Skendleby - N.	60 0 0		
426	Sleaford, New W. 10	242 3 1	136	58 11 6
427	Skillington - N. 5	- - -	56	28 13 2
425	Skirbeck - N. 6	190 0 0	125	56 12 0
425	Skirbeck, St. Nicholas' - N. 6	110 5 0	65	31 11 6
426	Sleaford, Infants - - N. 7	432 0 0	69	35 7 10
426	Sleaford, New (Alvey's Charity) - N. 7	227 0 0	113	48 11 10
432	Snitterby - N. 3	- - -	33	6 3 11
431	Somercotes, North - Ch. 3	- - -	97	19 4 8
428	Southrow - Ch.	234 0 0		
423	Spalding - N. 7	561 18 5	247	122 5 10
423	Spalding - B. 3	*180 0 0	160	67 7 4
	" "	116 0 0		
430	Spilsby - N. 5	596 0 0	85	40 19 6
			18	5 5 0
427	Spittlegate - W. 10	- - -	210	75 4 0
427	Spittlegate - N. 2	89 3 4		
421	Stamford, St. George's - N. 3	- - -	80	36 0 0
421	Stamford, St. John's - N. 3	- - -	99	42 1 4
421	Stamford, St. Michael's - N. 3	- - -	138	57 8 4
430	Stickford - N. 5	93 0 0	41	20 9 6
434	Stow (Gainsborough) - N. 4	- - -	30	10 0 0
425	Sutterton - N. 7	193 5 0	43	17 18 4
424	Sutton Bridge, St. Matthew's Ch. 7	300 0 0	46	19 13 2
430	Sutton-le-Marsh N. 5	- - -	30	14 11 2
424	Sutton, Long, Girls - - N. 7	- - -	32	37 5 0
424	Sutton, Long B.	*168 0 0		
424	Sutton, St. Nicholas' - N.	84 0 0		
431	Swaby - - N.	208 0 0		
442	Swinderby - Ch. 1	- - -	59	30 19 10
429	Tattershall - N. 2	242 12 0	50	17 10 0
432	Tealby D'Eyncourt.			
429	Tetford - N. 2	- - -	46	24 2 4
429	Tetford - W. 3	57 12 8	53	13 0 6
431	Tetney - - W. 2	318 0 0	62	14 3 4
431	Thoresby, North W. 2	341 0 0	65	34 14 10
			10	2 15 0
426	Timberland - N. 6	66 5 0	43	16 15 2
430	Toynton, All Saints' - N.	100 0 0		
431	Trusthorpe - N. 3	- - -	38	8 1 2

a School closed. *b* Grant refused under Article 51*a*. *c* Removed from inspection.
d School for the three parishes of Saltfletby.

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
424	Tydd, St. Mary's - N. 7	290 0 0	33	5 6 10
421	Uffington (Earl Lindsey's) - N.			
430	Ulceby - N. 11	222 2 0	90	34 14 6
428	Waddington Ch. 1	176 0 0	62	29 13 2
430	Wainfleet, All Saints' and Northolme N. 6	351 0 0	104	55 0 8
430	Wainfleet, All Saints' and Northolme, Infant - N.	77 0 0		
430	Wainfleet, St. Mary's - N. 6	- - -	65	33 7 2
430	Wainfleet - W. 2	- - -	42	17 8 2
432	Waltham - W. 2	380 0 0	53	22 0 4
426	Welbourn - Ch. 3	- - -	34	18 13 2
			9	2 12 6
426	Wellingore - N. 3	45 0 0	78	41 17 6
			16	5 0 0
428	Welton - P. 12	- - -	81	43 0 11
431	Welton-le-Wold N. 3	*25 0 0	43	21 14 0
	" "	275 8 0	4	1 3 4
423	Weston, St. Mary's - N.			
424	Whaplode Drove - N.	61 19 6		
430	Wildmore Fen, Gipsy Drove N.	216 0 0		
434	Willoughton N. 3	142 0 0	56	30 19 4
433	Winteringham N. 11	168 0 0	68	28 5 6
433	Winterton - N. 11	*90 0 0	58	29 3 6
	" - W.	68 4 8		
433	Winterton - W. 2	226 8 0	86	44 6 10
431	Withern - N. 3	230 5 0	70	38 14 0
433	Wooton - N. 10	- - -	27	17 13 0
433	Wooton (Ulceby Junction) - W. 2	- - -	36	18 12 6
429	Wragby - Ch. 12	- - -	49	21 5 5
433	Wrawby - N. 4	158 0 0	71	34 8 10
			10	3 3 4
431	Yarburgh - P.	55 15 6		
	MIDDLESEX.			
134	Acton - N. 9	325 15 0	222	113 6 2
134	Acton, East, Infants - Ch. 9	- - -	30	12 6 4
134	Acton Green, Infants - Ch. 9	- - -	32	19 17 2
134	Acton - W. 3	- - -	57	19 10 4
9	Agar Town, Boys - N. *a*			
9	Albany Street, Little - R. 1	- - -	126	65 0 4
132	Ashford - N. 5	- - -	49	16 4 0
3	Audley Street (North), St. Mark's - N. 7	- - -	329	111 5 6
3	Audley Street (South), Grosvenor Chapel N. 10	- - -	113	46 15 2
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
14	Baldwin's Gardens - N. 4	38 0 0	214	108 11 0
			34	11 16 8
14	Baldwin's Gardens, St. Bridget's - R. 11	- - -	273	124 4 10
			28	9 16 8
9	Baldwin's Place, St. John's - N. *b*			
19	Barbican, St. Giles' (Jacob's Well Court) B. *c*	*150 0 0		
1	Bayswater - N. 6	- - -	348	127 1 0
1	Bayswater, St. Mary's - R.			
1	Bayswater, St. Peter's - N. 2	332 13 9	137	54 7 10
132	Bedfont and Hatton - N. 6	164 15 0	112	47 8 4
21	Bethnal Green (Abbey St.) B. 3	*750 0 0	693	333 19 2
	" "	968 0 0		
21	Bethnal Green (Castle Street), Gascoigne Place - B. 6	766 10 0	169	66 18 2
21	Bethnal Green, Church Row N. 2	256 0 0	375	156 13 1
			48	15 2 9
21	Bethnal Green (Club Row), Infants - 2	- - -	73	29 4 6
21	Bethnal Green Good Shepherd, Mape Street - B. 4	- - -	154	25 11 2
21	Bethnal Green (Nova Scotia Gardens) - N. *d*			
21	Bethnal Green, St. Andrew's N.	395 0 0		
21	Bethnal Green, St. Bartholomew's - N. 3	1,036 0 0	443	204 10 8
21	Bethnal Green, St. James the Great - N.	424 0 0		
21	Bethnal Green, St. James the Less - - N. 3	1,398 3 0	489	221 14 6
21	Bethnal Green, St. John's - N. 2	693 19 2	295	80 15 5
21	Bethnal Green, St. Jude's - N. 3	500 0 0	281	47 10 8
21	Bethnal Green, St. Matthias' N. 2	537 10 0	186	55 12 7
21	Bethnal Green, St. Peter's - N. 2	573 9 4	171	52 16 5
21	Bethnal Green, St. Philip's N. 3	636 0 0	256	119 4 2
21	Bethnal Green, St. Simon Zelotes' (Bullard Street) - N. 3	423 4 0	253	92 6 8
			17	17 6
21	Bethnal Green, St. Simon Zelotes' (Morpeth Street) N.	400 0 0		

a School closed. *b* School closed. Children transferred to Baldwin's Gardens N.S.
c Closed in 1858. *d* School given up. Children and teachers transferred to Bethnal Green, St. Philip's N.S.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
21	Bethnal Green, St. Thomas' N. 3	653 16 0	248	95 1 8
21	Bethnal Green, (Twig Folly) B.	*250 0 0		
19	Blackfriars, St. Andrew's Hill - - N.	142 0 0		
7	Blandford Square - R.			
7	Blandford Square Reformatory - R.			
12	Bloomsbury N. 3	- - -	349	129 16 0
12	Bloomsbury (Broad St.), Refuge for Girls.			
12	Bloomsbury, Great Queen St. Refuge.			
25	Bow, Tredegar Road - - W. 1	- - -	172	81 2 6
134	Brentford - B. 4	*250 0 0	366	187 9 8
	" "	814 0 0		
134	Brentford, New - - N. 6	*90 0 0	131	0 9 5
	" "	126 10 0		
134	Brentford, Old - - N.	*85 0 0		
134	Brentford - R.			
14	Britannia Court, Gray's Inn, Industrial.			
25	Bromley, George St. - B. 11	*125 0 0	155	54 6 10
	" "	10 7 0		
25	Bromley, St. Gabriel's, Infants - N. 10	- - - -	77	27 6 5
25	Bromley, St. Leonard's - N. 10	357 10 0	329	123 5 3
25	Bromley, St. Michael and All Angels' N. 10	- - -	209	105 7 10
			9	4 9 2
1	Brompton - N. 6	470 2 6	209	70 13 3
1	Brompton, Lower Grove, Industrial - R.			
2	Brompton (Marlboro' Square), Boys R. 3	- - -	107	55 18 8
2	Brompton, The Oratory R. 3	- - -	207	96 17 2
1	Brompton, St. Martha's, Reformatory R.			
1	Brompton, West, St. Mary's, Juvenile and Infants - N. 1	- - -	84	45 6 8
5	Buckingham Palace, Royal Mews - 4	*100 0 0	48	*a*

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
16	Bunhill Row, St. Joseph's R. 5	- - -	*301	160 1 10
9	Camden Town N. 3	*100 0 0	273	102 14 10
	" "	525 9 4		
9	Camden Town, Family Home.			
9	Camden Town (Brook St.), Ragged and Reformatory.			
1	Campden Hill, St. George's N. 3	144 13 9	239	79 12 2
134	Central London District (Hanwell), School of Industry.			
7	Charles St., St. Andrew's, School of Industry.			
16	Charterhouse, St. Mary's, Golden Lane, Free - - 9	5,909 0 0	692	227 5 10
			126	22 5 0
16	Charterhouse, St. Thomas', Upper and Lower (Goswell Street) N. 9	3,434 14 8		
	Boys' Department, 2nd School, 1st Division -	- - -	209	82 12 0
			37	7 19 2
	Girls' Department- Girls' 2nd School - *b*	- - -	191	90 19 6
			34	4 5 0
	Infants' Department -	- - -	88	32 18 8
2	Chelsea, Ch. Ch. - - N. 12	462 10 0	318	134 0 8
2	Chelsea, Markham Street, St. Luke's, Infants Ch. 2	- - -	199	92 2 8
2	Chelsea, St. Joseph's - R. 2			
2	Chelsea, St. Jude's - N. 4	297 13 4	157	53 9 4
2	Chelsea, St. Jude's, Ragged.			
2	Chelsea, St. Luke's - P. 2	- - -	517	263 4 2
			21	10 9 2
2	Chelsea, St. Luke's, Onslow Dwelling, Mixed, Girls - - N. 3	- - -	161	68 4 10
2	Chelsea, St. Luke's (Park Chapel) - N. 2	14 6 8	440	193 8 10
2	Chelsea, St. Mark's, Practising - 11	733 0 0	395	142 5 4

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
2	Chelsea, St. Mary's - R. 3	- - -	94	47 2 6
2	Chelsea, School of Discipline.			
2	Chelsea, Upper, St. Saviour's N. 2	599 10 0	445	199 9 6
2	Chelsea (Sloane St.), Female Home.			
2	Chelsea (Upper), Trinity - N. 1	*63 0 0	391	179 14 10
	" "	177 6 0		
134	Chiswick, Boys, Girls, and Infants - N. 9	- - -	281	107 8 10
16	City Road, St. Matthew's - N. 11	250 0 0	177	82 8 8
15	Clerkenwell, Church of the Holy Family - R. 11	- - -	298	158 0 6
			146	41 18 4
15	‡Clerkenwell, Lamb and Flag Ragged.			
15	Clerkenwell, St. Mark's - N. 3	- - -	335	145 6 10
			19	2 7 6
15	Clerkenwell, St. Paul's - N. 7	1,083 12 0	270	85 18 3
15	Clerkenwell, Upper Rosoman Street, St. Peter and St. Paul - R. 11	- - -	39	17 2 10
23	Commercial Road, St. Patrick's and St. Augustine's - R.			
13	Covent Garden (Hart Street) - B. 1	*400 0 0	154	65 3 5
	" "	41 6 8		*a*25 0 0
11	Dalston, Refuge for the Destitute.			
133	Drayton, West N. 6	471 0 0	82	35 12 2
			12	3 3 4
12	Drury Lane, Charles St. R. 2	3,000 0 0	289	134 7 4
			48	10 10 0
5	Drury Lane, Crown Court Ch. of Scotld. 1	500 0 0	384	168 6 10
6	Dufour's Place, Broad Street, St. Edward's R. 2	- - -	316	150 16 0
134	Ealing - - N. *b*			
134	Ealing - - B. 12	- - -	170	122 13 10
134	Ealing, St. Mary's and Ch. Ch., Infants - - N. 4	179 17 6	73	26 16 6
134	Ealing, Girls, Lady Rawlinson's Charity - - 4	- - -	*c*	18 15 0
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
7	Edgware Road, John Street, Trinity Chapel - - 12	- - -	61	13 7 0
137	Edmonton - Ch. 7			
137	Edmonton, Upper, St. James' - Ch.	118 0 0	164	98 13 6
137	Enfield - N. 7	- - -	24	10 0 0
137	Enfield - B.	*200 0 0		
137	Enfield Highway, St. James' Chapel - - N. 7	*203 0 0	192	101 13 7
	" "	202 12 5		
137	Enfield Highway, St. James', Infants (Ponder's End) N. 7	85 0 0	49	24 13 8
137	Enfield, (Bull's Cross) - N. 7	75 0 0	63	30 3 1
137	Enfield Lock, Government Factory - 7	- - -	125	70 2 11
132	Feltham - N.	121 7 6		
136	Finchley - B.	60 0 0		
136	Finchley, Mixed and Infants - Cong. 1	- - -	73	38 1 9
			47	18 14 2
136	Finchley, St. Mary's - N. 4	1,058 15 6	79	22 17 0
136	Finchley, Trinity, Industrial and National -	610 0 0		
20	Finsbury, St. James' (Curtain Road) - N. 2	600 0 0	348	101 0 8
			8	1 0 0
16	Finsbury, St. Paul's - N.	365 0 0		
16	Finsbury, Whitecross Place, Wilson Street - B.	452 0 0		
16	Finsbury, Wilson Street - W. *d*	20 0 0		
14	Fisher Street, Red Lion Square B.	*334 0 0		
9	Fitzroy Sq. - B. *e*			
136	Friern Barnet N. 7	373 10 0	145	70 10 8
1	Fulham, All Saints' - N. 3	150 10 0	280	132 2 10
1	Fulham, St. Mary's, North End - - N.	142 0 0		
1	Fulham, St. Thomas' - R. 4	- - -	240	130 14 8
23	George's, St., in the East, Centenary Chapel - W. 4	- - -	65	21 7 4

a Retiring pension. *b* Removed from inspection. *c* School not inspected in 1867.
d School sold and grant repaid. *e* Pension only.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
23	George's, St., in the East, Ch. Ch. (Walburgh St.), Lower - Ch. 11	1,239 18 5	491	231 10 2
23	George's, St., in the East, Middlesex Society's Charity, Cannon St. Road - 11	776 4 0	227	67 14 3
23	George's, St., in the East, Mission - Ch.			
23	George's, St., in the East, Pell Street - R.			
23	George's, St., in the East, St. Mary's (Johnson St.), Upper - N. 11	1,078 0 0	307	134 1 4
23	George's, St., in the East, St. Matthew's N. 11	- - -	303	136 16 4
12	Giles', St., in the Fields, (Endell St., Long Acre) N. 4	3,000 0 0	713 26	330 17 11 3 5 0
12	Giles', St., in the Fields, Trinity (Parker Street, Drury Lane) N. *a*			
12	Giles', St., in the Fields, and St. George's Bloomsbury P.			
9	Gray's Inn Road (Cromer Street) B. 4	- - -	176	65 15 0
135	Greenhill (Harrow) - N. 5	96 0 0	68	26 0 6
21	Hackney Road, Adelphi Chapel, Gloucester Street - B. 3	- - -	306	118 17 8
21	Hackney Road, Ann Place - B.	240 0 0		
11	Hackney (Pleasant Place), Infants - Ch. 2	59 16 10	161	56 7 5
20	Hackney Road (Weymouth Terrace) - B. 6	976 19 4	415	212 17 2
11	Hackney, St. John's, Free and Parochial 2	56 14 6	243	81 9 4
11	Hackney, South, Charity - - N. 2	*		
11	Hackney, Trewint Industrial Home.			
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
11	Hackney, West N. 2	*200 0 0	255 11	90 6 2 2 17 6
20	Haggerstone, Hertford Pl. B.	*50 0 0		
20	Haggerstone, St. Augustine's, Inft. Ch. 1	- - -	171	100 18 0
20	Haggerstone, St. Mary's - N. 1	*240 0 0	287	131 13 7
	" " "	159 0 6		
20	Haggerstone, St Paul's - N. 1	- - -	147	85 7 11
20	Haggerstone, Stonebridge, All Saints' N. 1	407 0 0	148	62 2 10
1	Hammersmith, Asylum of the Good Shepherd Reformatory R.			
1	Hammersmith B. *b*	*150 0 0		
1	Hammersmith, Brook Green, Blyth House Reformatory.	*		
1	Hammersmith, St. John's - Ch. 3	200 0 0	141	58 13 2
1	Hammersmith, St. Mary's, Practising - R. 2	276 0 0	147	67 19 2
1	Hammersmith, St. Paul's - N. 3	*120 0 0	348	115 12 0
	" "	23 6 8	22	2 15 0
1	Hammersmith, St. Peter's, Boys - - N. 9	391 0 0	104 14	48 7 2 4 0 0
1	Hammersmith, St. Peter's, Girls - - N. 9	- - -	60	24 0 0
8	Hampstead, Ch. Ch. - N. 4	769 6 0	254	109 4 0
8	Hampstead Family Home.			
8	Hampstead, St. John's - P. 4	1,386 0 0	238	139 3 5
8	Hampstead, St. John's Chapel (Downshire Hill) - - N. 4	- - -	94	40 16 8
8	Hampstead, St. Mary's - R. *c*			
8	Hampstead, (West End) N.	110 0 0		
47	Hampton, Girls - - N. 3	- - -	37	5 15 0
47	Hampton, New - - Ch. 3	- - -	71	39 15 10
47	Hampton, New, St. James' - N.	62 0 0		
47	Hampton Wick - - N. 3	30 0 0	106	57 14 0
47	Hampton Wick, Free *a*			
134	Hanwell - N. 4	829 16 0	188	91 15 8

a Removed from inspection. *b* School not existing. *c* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
132	Hanworth - N.	90 0 0		
132	Harlington and Cranford - N. 7	166 0 0	38	32 9 4
132	Harmondsworth N. 11	92 3 9	82	34 11 10
135	Harrow - N. 5	*50 0 0 504 0 0	276	119 11 10
135	Harrow Weald " N. 5	305 2 0	134 10	64 11 6 2 5 0
9	Haverstock Hill, Boys - R. 5	- - -	48	29 6 0
133	Hayes (Inft.) N. 6	*60 0 0 115 0 0	77	14 4 1
133	Hayes, Triplett's Charity 6	- - -	60	*a*
135	Hendon - N. 4	779 0 0	125	14 11 8
135	Hendon, All Saints' (Child's Hill) - - Ch. 4	276 0 0	76	25 6 8
134	Heston (Hounslow Heath) N.	170 0 0		
134	Heston, Industrial and National - 6	398 12 6	138 35	55 8 8 9 0 10
10	Highbury, Metropolitan Practising - *b*	450 0 0		
10	Highbury Vale, Ch. Ch. - Ch. 1	*80 0 0 109 15 0	140	69 9 0
10	Highbury - W. 11	- - -	259	112 8 2
137	Highgate - B. 7	- - -	134	62 7 1
10	Highgate, St. Joseph's - R. 5	- - -	73	51 0 5
137	Highgate, St. Michael's - N. 4	2,125 0 0	292 15	114 15 6 6 2 6
133	Hillingdon, Girls and Infants - N. 5	108 10 10	98	41 3 9
133	Hillingdon and Cowley, Boys - - N. 5	31 6 0	79	40 13 8
14	Holborn (Hatton Garden), St. Andrew's P. 11	- - -	210	98 2 8
14	Holborn, St. Andrew's, Trinity District - - N. 4	- - -	139	48 6 9
14	Holborn, St. George the Martyr (Theobald's Road) N. 3	642 0 0		
12	Holborn, St. George the Martyr (Queen Square) - Ch. 3	577 5 0	265	80 18 8
9	Home and Colonial Model, Mixed - 6	- - -	136	47 19 8
9	Home and Colonial Model, Infants - 6	- - -	154	52 2 3
9	Home and Colonial Practising, Lower 6	- - -	144	34 6 2
9	Home and Colonial Practising, Upper 6	- - -	164	70 15 1
25	Home in the East Reformatory.			
11	Homerton, St. Barnabas' - P. 1	- - -	26	1 11 10
11	Homerton, Ram's, Episcopal.			
137	Hornsey - N. 4	133 0 0	212	107 2 4
134	Hounslow Heath, Mixed 6	- - -	101 10	31 11 5 1 5 9
134	Hounslow, Infants - 3	- - -	81	39 2 6
134	Hounslow, Subscription - Ch. 3	- - -	186	88 7 2
20	Hoxton, New North Road, Mintern St. W. 2	1,360 0 0	548	274 1 8
20	Hoxton, St. John's - N. 1	886 6 8	605	270 2 2
20	Hoxton, Trinity - P. 1	656 5 0	474 26	200 17 2 3 5 0
134	Isleworth, Endowed Charity - - Ch. 4	- - -	206	33 12 0
134	Isleworth, St. Mary's - R. 4	- - -	36	21 3 2
134	Isleworth, Woodlands, St. John's - N.			
10	Islington, All Saints' - N. 4	548 15 0	488	311 3 4
10	Islington, All Saints', District, Infants and Sunday -	79 0 0		
10	Islington, Chapel of Ease - - P. 3	30 0 0	629	294 14 2
10	Islington Reformatory.			
10	Islington, St. Andrew's, Infants - N.			
10	Islington, St. Bartholomew's Ch. 1	- - -	71	*c*
10	Islington, St. Clement's - N. 11	685 11 5	354	184 16 8
10	Islington, St. James' (Holloway) - N. 3 "	*100 0 0 1,099 7 6	495	235 4 0
10	Islington, St. John's - R. 3	- - -	288	89 15 0
10	Islington, St. John's (Upper Holloway) N. 4	507 18 0	366	253 17 4
10	Islington, St. Jude's - Ch. 3	1,128 0 0	209	76 13 8
10	Islington, St. Jude's, Elementary 3	- - -	155	65 7 3

a Grant refused under Article 52 *d*. *b* School closed. *c* Grant refused under Article 51 *a*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
10	Islington, St. Mary's - N. 4	1,767 3 4	440	196 4 10
10	Islington, St. Matthew's N. 3	- - -	120	54 15 6
10	Islington, St. Michael's - N. 3	- - -	373	179 14 0
10	Islington, St. Paul's - N. 4	*237 0 0	290	107 4 7
10	Islington, St. Peter's - N. 3	516 0 0	276	94 6 8
10	Islington, St. Stephen's - N. 1	164 3 4	293	130 2 6
10	Islington, St. Stephen's, Infants - N.	375 0 0		
10	Islington, St. Thomas' - N. 4	679 3 9	320	132 13 0
			7	2 9 2
10	Islington (South) and Pentonville B. 6	553 0 0	254	128 9 4
10	Islington, Trinity - N. 4	54 0 0	333	177 7 10
10	Islington, Union Chapel (Church Street) - B. 11	*200 0 0	123	74 17 7
9	John Street Chapel (Calthorpe St.) B.	*500 0 0		
7	†John's Wood, St., Family Home.			
7	John's Wood, St. - - R. 2	- - -	205	103 8 6
7	John's Wood, St., St. John's N. 4	65 9 0	209	105 13 6
2	Kensall Green, St. John's - N. 6	440 15 0	229	70 8 7
			16	6 10 0
1	Kensington, Ch. Ch. (Gore Lane) - N. *a*	120 0 0		
1	Kensington, Free - - 2	- - -	525	53 10 11
1	Kensington Gore (Park Lane) - - B. *b*	*30 0 0		
1	Kensington Gravel Pits N.	130 0 0		
1	Kensington, Horton St. B.	*200 0 0		
1	Kensington, Jennings' Buildings District - -	241 0 0		
1	Kensington, St. Clement's (late St. Andrew's) N. 2	336 8 9	171	60 8 9
1	Kensington, St. Barnabas and St. Philip (Earl St.) - - P. 6	287 0 0	159	54 10 9
1	Kensington (Vicarage Place) R. 2			

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
9	Kentish Town N. 4	846 0 0	359	126 18 10
			18	3 3 4
135	Kenton - - N. 5	33 0 0	16	6 14 1
8	Kilburn, St. Mary's - Ch. 4	- - -	125	20 7 10
135	Kilburn, St. Paul's - - N. 4	354 0 0	303	162 10 6
132	Laleham - Ch.			
24A	Limehouse, St. Anne's - N. 12	78 10 0	434	204 0 0
			11	1 7 6
24A	Limehouse, St. Anne's, Infants - N. 12	499 0 0	120	46 11 8
24A	Limehouse, St. John's - N. 12	935 1 7	506	249 10 4
			16	4 15 0
24A	Limehouse - W. 2	336 6 8	133	52 15 10
12	Lincoln's Inn Fields (Gate Street) - R. 2	100 0 0	271	135 14 0
7	Lisson Grove E.			
7	Lisson Grove, St. Paul's (The Bentinck) - 3	1,923 0 0	471	199 8 8
1	Lisson Street (New Road), Destitute Girls' and Industrial Refuge.			
17	London, Aldersgate Ward (Packlington) N. 6	1,400 0 0	178	*c*
17	London, Chapel St. Unitarian Domestic Mission - 6	- - -	222	92 3 8
19	London, Cripplegate within Ward - 2	- - -	53	7 4 10
24A	London, East (Johnson St.) R.			
24A	London, East (14 Red Lion Street, Wapping) - - R.			
19	London, East (Shoe Black Society), Refuge and Reformatory.			
17	London, City of, First School - 3	- - -	102	33 9 4
17	London, City of, Fourth School (Fire Ball Court), Houndsditch. 3	55 6 8	201	52 5 7
18	London (Fox and Knot Court) - B.			
18	London, Harp Alley (Farringdon St.) B. 6	- - -	81	36 1 4

a School taken down by authority of Parliament, and new school erected in Church Court in lieu thereof.
b School pulled down.
c Grant refused under Art. 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
	‡London, Langbourne Ward N.			
19	London, North-west Industrial.			
19	London, North-west Reformatory.			
16	London, St. Barnabas' (King Sq.) - N.	11 *250 0 0	189	50 1 6
19	London, St. Bartholomew's (Moor Lane) Ch.	*a*		
18	London, St. Dunstan's in the West - N.	2 - - -	144	51 14 8
19	London, City of, (Shoe Lane, Holborn) Second School -	3 71 10 0	179 16	72 13 2 5 5 0
19	London, South-east, City, Infants -	12		
19	London, Tower Ward, Charity - -	9 - - -	52	*b*
1	Maida Hill Industrial Refuge.			
5	Martin's, St., in the Fields (Adelaide Place) - N.	3 60 0 0	483	231 19 6
5	Martin's, St., in the Fields, Northern - N.	3 1,334 1 6	387	173 3 4
7	Mary-le-bone, All Souls', (Eastern) - N.	4 - - -	341 27	183 2 8 10 9 2
7	Mary-le-bone, Bell Street, Ragged.			
7	Mary-le-bone, Central - N.	5 2,500 0 0	585	269 8 6
7	Mary-le-bone, Christ's Chapel - - N.	2 *165 0 0 " " " 67 0 0	447	199 18 8
7	Mary-le-bone, Ch. Ch. - N.	2 - - -	480	201 3 8
7	Mary-le-bone, Grotto Passage, Ragged.			
7	Mary-le-bone, Hampden Gurney N.	4*c* - - -	445 35	236 10 6 14 9 2
7	Mary-le-bone, Hill Street, Dorset Sq., Reformatory.			
7	Mary-le-bone U.			
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
7	Mary-le-bone Pres.	*d*		
7	Mary-le-bone, Quebec Chapel, Girls' - N.	*c*		
7	Mary-le-bone Road - - R.	1 - - -	273	120 17 10
7	Mary-le-bone, St. Barnabas (late Ch. Ch. Manning Place) - N.	2 - - -	85	40 10 6
7	Mary-le-bone Lane, St. James' - R.	1 - - -	428	215 17 10
7	Mary-le-bone, St. Luke's (Nutford Place, late Diocesan) - N.	4 1,465 0 0	834	165 17 6
7	Mary-le-bone, St. Mark's N.	3 - - -	169	83 10 10
7	Mary-le-bone, St. Matthew's - N.			
7	Mary-le-bone, Trinity - N.	5 - - -	559	305 6 1
7	Mary-le-bone, (Western) - N.	3 - - -	465	233 19 6
14	Metropolitan, West, Jews' (Red Lion Square) -	1 - - -	126	59 0 0
22	Mile End, Latimer Chapel (Bridge Street) - B.	2 120 0 0	150	68 16 6
22	Mile End New Town (Church Street) - B.	1 - - -	245	135 12 2
25	Millwall - B.	252 0 0		
136	Mimms, South N.	*75 0 0		
19	Moorfields, St. Mary's (Bunhill Row) - R.	4 - - -	88 32	44 18 8 10 1 8
7	Moor Street, Edgware Road - - R.			
137	Muswell Hill, St. James' - N.	4 165 0 0	78	26 3 7
1	Norland and Kensington Potteries - N.	*e* 150 0 0		
133	Northolt - Ch.	6 - - -	39	14 17 10
133	Northwood - Ch.	4 170 0 0	47	26 9 7
1	Notting Dale B.	3 - - -	107	47 1 0
1	Notting Hill, Horbury - B.	2 - - -	255	104 11 4
1	Notting Hill and Kensington - N.	*f* 22 2 6		
1	Notting Hill, Potter Lane R.	3 - - -	88	30 8 8

a Removed from inspection.

b Grant refused under Article 52 *d*.

c Portman Square N.S., and Marylebone, Quebec Chapel, Girls, N.S., are merged into the Hampden Gurney Schools.

d School not existing.

e School sold and proceeds applied towards the erection of Notting Hill, St. James' N.S.

f Incorporated with Notting Hill, St. John's, N.S.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
1	Notting Hill, St. Francis' R.			
1	Notting Hill, St. James' - N. 1	293 8 9	347	160 7 6
1	Notting Hill, St. John's - Ch. 9	687 0 0	346	170 18 4
25	Old Ford, St. Stephen's - N. 10	384 0 0	182	89 5 0
16	Old Street Road, St. Mark's - N. 5	410 0 0	318 7	117 10 2 2 14 2
1	Paddington, All Saints' - N. 6	180 0 0	198	62 3 3
1	Paddington Green, St. Mary's - N. 6	*250 0 0	343	93 10 1
1	Paddington, Harrow Road, Woodfield District - N. *a*			
1	Paddington, Home Reformatory.			
1	Paddington, St. James' and Ch. Ch. N. 2	927 0 0	365	171 6 6
1	Paddington, St. John's - N. 1	- - -	226	78 3 1
1	Paddington, St. Peter's Ch. 7	- - -	78	5 2 10
1	Paddington, St. Stephen's N. 2	628 0 0	393	193 13 2
1	Paddington, Trinity - N. 6	618 10 0	474	167 7 0
9	Pancras, St. - N. 4	- - -	599	248 18 0
9	Pancras, St., Ch. Ch. (Upper Albany Street) - N. 4	*320 0 0	615	257 3 6
	" " "	245 11 4	25	3 2 6
9	Pancras, St., Ch. Ch. (Edward St.) - N. 4	303 18 9		
9	Pancras St., All Saints, (Gordon Sq.) N. 11	1,937 9 4	255	105 5 10
9	Pancras (Old), St. - - N.			
9	Pancras, St., Euston Road, Industrial Boys' Home.			
9	Pancras, St., Little Howland Street, St. Charles R. 3	- - -	198	63 9 4
9	Pancras, St., Percy Chapel, The Russell School of Industry - *b*	*50 0 0		
	" "	6 10 0		
9	Pancras, St., Regent Square Church (Dutton Street) N. 10	640 0 0	145	55 10 8

a School sold.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
9	Pancras, St., St. James' District - 9	- - -	193	82 4 0
9	Pancras, St., St. John the Evangelist's N. 6	3,000 0 0	495	226 15 8
9	Pancras, St., St. Matthew's (Bedford New Town) N. 8	599 7 6	145 14	50 17 4 3 8 4
9	Pancras, St., Somers' Town, Brill Mission - 8	- - -	84	27 4 10
9	Pancras, St., Trinity - N. 4	1,001 10 0	386 25	158 9 6 8 10 10
9	Pancras, St., Woburn Chapel - Epis. 9	- - -	266	94 8 6
15	Pentonville, St. Silas', Penton St. N. 10	- - -	82	16 16 6
15	Pentonville, Infants' - Ch.			
3	Pimlico, Eaton Chapel - N. 2	- - -	48	19 14 6
3	Pimlico, Ebury Street, Mixed.			
3	Pimlico, Queen Street, Mrs. Towers - 6	- - -	71	31 7 8
3	Pimlico, St. Barnabas' - N. 1	410 0 0	259	113 4 2
3	Pimlico, St. Gabriel's - N. 2	896 0 0	360	116 11 5
3	Pimlico, St. Michael's - N. 2	1,063 0 0	581	273 6 2
3	Pimlico, St. Peter's - N. 12	- - -	310	130 8 0
135	Pinner - N. 4	277 14 4	87 8	37 16 4 3 0 0
25	Poplar, All Saints', Boys N. 2	- - -	165	72 14 8
25	Poplar, All Saints', Infants - N. 2	- - -	209	89 1 10
25	Poplar, All Saints' (Wade Street) - R. 1	- - -	205	89 11 0
25	Poplar, Ch. Ch. - - N. 2	630 0 0		
25	Poplar, Garford St. - Ch. 2			
25	Poplar, Hale St. - - W. 4	- - -	221	113 4 4
25	Poplar, Ladies' Charity - - 1	- - -	47	24 15 11
25	Poplar, Regent St. - B. 7	- - -	233	12 15 0
25	Poplar, Northumberland Street, St. Saviour's - N. 1	963 0 10	508	216 1 8
25	Poplar and Blackwall, Free - B. 4	- - -	441	219 17 0

b School closed.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
7	Portland (Riding House St.), Portland Place - B. 2	- - -	239	129 6 8
7	Portland Town, Infants - Ch. 6	- - -	240	116 18 8
7	Portland Town, Family Home.			
7	Portman Chapel (East Street), Marylebone - Ch. 4	1,358 14 0	517	236 0 6
7	Portman Square - N. *a*			
7	Portman Square, St. Thomas' N. 5	759 15 0	315	140 17 8
136	Potter's Bar, St. John's - N. 7	- - -	64	36 7 10
12	Queen Street, Great - W. 5	1,700 0 0	212	70 13 1
16	Radnor St., St. Luke's (City Road) W. 6	*225 0 0	478	231 19 2
	" " "	937 0 0		
24A	Ratcliff Cross, St. James' - N.	250 0 0		
135	Roxeth, Ch. Ch. District 5	575 0 0	53	15 15 2
133	Ruislip - Ch. 7	231 5 0	72	27 6 0
14	Saffron Hill, St. Peter's (Onslow Street) - N. 4	187 0 0	266	128 19 10
18	Sepulchre's, St., Boys and Girls Greenhill Rents, Cowcross) - P. 12	- - -	81	31 13 4
18	Sepulchre's, St., Girls (38, King St., Snow Hill) N. 12	- - -	109	46 9 2
18	Sepulchre's, St. (Within), Ball's Court (Giltspur St., Snow Hill) N. 12	22 10 0	81	15 15 0
1	Shepherd's Bush, St. Stephen's - P. 3	- - -	167 18	99 13 8 6 16 8
1	Shepherd's Bush, St. Stephen's (Latymer Road) - N. *c*			
132	Shepperton - N. 6	- - -	42 15	18 0 0 4 14 2
132	Shepperton, Girls and Infants - N. 6	- - -	75	21 5 0
20	Shoreditch, St. Leonard's N. 10	125 0 0	174	48 12 5
20	Shoreditch, St. Leonard's, Infants - N. 10	- - -	146	63 4 3
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
20	Shoreditch, St. Leonard's - U.			
9	Somers Town B. 6	929 17 0	313	140 1 4
9	Somers Town, Grenville St. R. 5	- - -	123	57 17 6
9	Somers Town, Middlesex St. - - Pres. 7	- - -	196	99 18 6
133	Southall - N. 5	212 0 0	99	*d*
137	Southgate - N. 7	- - -	90	46 1 3
20	Spital, St. Mary's - N.	642 15 0		
22	Spitalfields P. and N. 9	52 10 0	213 27	57 5 10 6 4 2
22	Spitalfields, Bell Lane Jews 2	- - -	1,627	*e*
22	Spitalfields, Booth St., Infants - N. 9	- - -	57	16 3 8
22	Spitalfields, King Edward's - 3	- - -	296	115 4 10
22	Spitalfields, Refuge for Girls.			
22	Spitalfields, St. Ann's (Goulston Street) - R. 3	- - -	166	82 6 4
22	Spitalfields, St. Ann's (HuntCourt) R. 3	- - -	315	143 17 8
22	Spitalfields, St. Ann's (Princes St.) R. *c*			
22	Spitalfields, (Spicer St.) (Boys) Free St. Ann's R. 3	- - -	241	112 14 8
21	Spitalfields, Spicer St., Unitarian Domestic Mission - 7	- - -	190	86 16 10
22	Spitalfields, Wood St. - B. 3	515 13 4	180	81 15 2
134	Spring Grove District - N. 4	884 0 0	95	50 7 4
132	Staines - N. 5	42 10 0	202	108 13 2
132	Staines - B. 1	- - -	31	15 13 0
132	Staines, Infants.			
135	Stanmore, Great - N. 5	- - -	78	31 7 0
1	Starch Green B. *c*			
22	Stepney, All Saints' - N. 10	419 7 0	202	100 13 2
24A	Stepney - U.			
24B	Stepney, Red Coat, Endowed - N. 10	*200 0 0	416	164 9 6
	" " "	78 13 0		
24B	Stepney, Redman's Row, Infants - N. 10	- - -	184	79 11 4
24B	Stepney, St. Paul's - N. 10	1,450 0 0	382	209 14 3

a Incorporated with Marylebone Hampden Gurney Schools.
b Grant made under the name of Sudbury in Harrow. *c* School closed. *d* Grant refused under *Art.* 51 *d.*
e Grant refused under Article 52 *d.*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
24B	Stepney, St. Peter's - N. 10	50 0 0	370	139 9 2
24B	Stepney, St. Philip's - N. 10	450 0 0	167	111 14 8
24B	Stepney, St. Thomas' - N. 10	1,532 7 1	563	253 19 2
			19	8 15 10
24B	Stepney, Trinity - N 10	535 5 0	351	186 17 3
11	Stoke Newington - P. 1	- - -	201	102 8 9
11	Stoke Newington - B.	*200 0 0		
11	Stoke Newington - W. *a*			
132	Sunbury - B. *a*	*50 0 0		
132	Sunbury - P. 5	- - -	130	55 7 0
47	Teddington, Public - N. 4	- - -	146	67 7 8
1	Titchbourne Court, Industrial.			
10	Tollington Park, St. Mark's, and Hornsey Rise, St. Mary Infants			
137	and - - N. 4	617 11 0	429	183 9 2
137	Tottenham - N. 7	154 12 4	57	21 13 2
137	Tottenham, Asylum, Girls - - B.			
137	Tottenham, Girls - - B. 7	- - -	77	41 13 0
137	Tottenham Green, Industrial - 7	- - -	60	1 3 6
137	Tottenham, Hanger Lane (Hermitage) Ch. 7	311 0 0	83	40 3 6
137	Tottenham, Hanger Lane, St. Ann's, Boys - - N. 7	155 0 0	45	23 0 0
137	Tottenham, High Cross, Trinity District, Infants - - N. 7	93 0 0	80	35 18 10
137	Tottenham, Lancasterian.			
137	Tottenham, Infants - W. 7	- - -	56	24 1 8
137	Trent (Enfield) - - Ch. 6	285 16 0	55	25 5 4
137	Trent, High Stone - Ch. 6	- - -	37	19 4 6
4	Trevor Chapel (Knightsbridge) - B. 12			
134	Turnham Green, Boys N. 9	- - -	57	*b*
134	Turnham Green, Infants - - N. 9	100 0 0	102	51 13 4
134	Turnham Green - R. 11	- - -	93	49 0 10
134	Twickenham P. 4	- - -	181	41 18 4
134	Twickenham Common (Archdeacon Cambridge's) N. 4	431 17 6	159	87 10 8
134	Twickenham Common, Infants - -	100 0 0		
134	Twickenham, Infants.			
134	Twickenham, Montpelier Ch. 4	- - -	39	3 6 11
133	Uxbridge - B. 11	*100 0 0	30	14 11 8
133	Uxbridge, St. Margaret's N. 7	- - -	178	82 11 4
133	Uxbridge Moor, St. John's - N.	164 0 0		
1	Walham Green (or Fulham), St. John's - N. 3	*175 0 0	273	110 3 8
	" " "	442 7 6		
24A	Wapping, St. John's - B. *c*	*175 0 0		
24A	Wapping (Gravel Lane) - W. 11	- - -	185	118 13 0
135	Wembley - Ch.			
1	Westbourne N. 2	- - -	249	107 4 4
4	Westminster, All Saints', Knightsbridge - N. 2	- - -	135	50 5 11
6	Westminster (Archbishop Tenison's) - N.			
4	Westminster, Blue Coat - N. *d*			
4	Westminster Chapel, Congregational 11	- - -	269	118 4 10
4	Westminster, Christ Ch. (Broadway) N. 2	535 7 0	196	90 19 2
4	Westminster, Coburg Row, Ragged.			
3	Westminster, Curzon - N. 10	1,400 0 0	231	85 16 10
4	Westminster, Dacre Street Reformatory.			
13	Westminster, Greek Street, Soho - - R.			
3	Westminster, St. George's District (Hanover Square) N. 7	- - -	351	152 8 2
3	Westminster, St. George's (Hanover Square), United Day N. 7	- - -	419	200 0 2

a School closed. *b* Grant refused under Article 52 *d*. *c* School not existing.
d Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
4	Westminster, National Society's Central - N. *a*			
4	Westminster, National Society's Central (Organizing Masters).			
4	Westminster, Old Pye St., Ragged.			
13	Westminster, St. Anne's (Soho) - N. 2	43 3 4	259	99 11 2
13	Westminster, St. Clement Danes' Charity - - N. *b*			
4	Westminster, St. Edward's R. 4	- - -	110	52 7 0
4	Westminster, St. James' the Less (Garden Street) - N. 2	- - -	317 19	136 5 2 5 17 6
6	Westminster, St. James', Marshall Street - N. 1	- - -	402	173 1 4 *c*20 0 0
6	Westminster, St. James' (Offertory S.), Swallow Street, Piccadilly - 1	*50 0 0	83	*d*
18	Westminster (Soho), St. John Baptist Mission, (St. Ann's Court, Dean Street - - 2	- - -	*70	20 6 2
4	Westminster, St. John's (Tufton Street) - N. 2	*600 0 0	218	80 18 11
6	Westminster, St. Luke's (Berwick Street) - N. 1	*250 0 0	244 40	89 3 8 5 0 0
4	Westminster, St. Margaret's (Tothill Street) - Ch. 2	1,104 0 0	295 16	141 16 8 4 8 4
13	Westminster, St. Mary's (Crown St.) (Soho) - Ch. 7	- - -	84	18 19 9
4	Westminster, St. Mary's R. 4	1,000 0 0	439 32	237 19 8 8 11 8
4	Westminster, St. Mary's (Vincent Square) - N. 3	742 15 0	266	137 1 6
4	Westminster, St. Matthew's (Gt. Peter Street) - N. 3	2,381 0 0	247 40	96 4 2 12 1 8
3	Westminster, St. Paul's (Knightsbridge) - P. 11	- - -	266	118 3 10
4	Westminster, St. Stephen's (Rochester Row) - - N. 3	- - -	487 43	241 6 0 11 17 6
5	Westminster, South Molton Lane, Infants - - R. 2	- - -	64	27 10 2
9	Westminster, Tudor Place, St. Patrick (Soho) - R. *b*			
4	Westminster, Trinity (Vauxhall Bridge Road) Ch. 3	445 1 3	247 31	97 11 1 3 17 6
4	Westminster, Practising W. 11	2,650 0 0	329	435 3 6
136	Whetstone, St. John's - N.	145 18 9		
22	Whitechapel U.			
22	Whitechapel Probationary Refuge.			
22	Whitechapel Refuge, Industrial.			
22	Whitechapel, St. Jude's - N. 3	302 0 0	139	44 18 7
22	Whitechapel, St. Mark's, Mixed.			
22	Whitechapel, St. Mark's - N. 11	478 12 2	248 17	113 6 2 3 15 10
22	Whitechapel Society's - N. 3	- - -	371	167 2 6
2	Whitelands (Upper), Model - N. 11	- - -	214	104 4 0
2	Whitelands (Lower), Practising - 11	600 0 0	178	41 0 2
134	Whitton - Ch. 4	397 10 4	57	30 11 2
135	Willesden - Ch.	250 0 0		
137	Winchmore Hill - - N. 7	790 0 0	33	14 0 0
23	Wycliffe Chapel, Philpot Street, Commercial Rd. B.	*150 0 0		
133	Yeading - N. *e*	17 15 0		

a Children transferred to St. Margaret's, Tothill Street, N.S.
b Removed from inspection.
c Retiring pension.
d Grant refused under *Art. 52 d.*
e School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	MONMOUTHSHIRE.	£ s. d.		£ s. d.
578A	Abergavenny N. 7	350 0 0	158	89 15 10
			32	13 15 0
578A	Abergavenny, Byfield Lane Ch. 7	- - -	81	30 10 2
578A	Abergavenny, Girls and Infants - N.	404 0 0		
578A	Abergavenny R. 6	- - -	71	41 9 10
579	Abersychan - R. 7	- - -	*a*	
579	Abersychan Works - N. 6	1,825 0 0	246	119 11 10
578B	Abertillery - N. 7	588 0 0	140	39 6 8
			20	2 10 0
578B	Abertillery - B. 10	- - -	134	70 17 4
580	Blackwood - B. 10	277 6 8	100	57 11 4
578A	Blaenafon, Endowed - N. 6	155 0 0	166	*b*
578A	Blaenafon, Infants - N. 6	115 0 0	165	57 3 10
578B	Blaina - B. 8	- - -	307	*c*102 16 5
578B	Blaina, Inft. N. *d*			
578B	Blaina Garn, Infants - 8	- - -	62	18 19 0
580	Brides, St. - B. 11	- - -	29	21 2 7
576	Chapel Hill and Tintern Parva - N.	*70 0 0		
576	Chepstow - N. 7	*64 0 0	117	49 0 0
	" - "	40 0 0	30	12 0 0
576	Chepstow, Infants - N.	150 0 0		
580	Christchurch N.	377 15 0		
580	Court-y-bella N. 7	700 0 0	171	96 1 0
			10	3 13 4
579	Crumlin and Llanhileth N. 6	318 15 0	98	36 9 2
579	Cwmbrân - N. 7	538 0 0	72	24 8 10
579	Cwmbrân - B. 11			
578A	Cwmsoy - N.	140 0 0		
578B	Ebbw Vale Works - B. 10	- - -	361	178 0 8
			37	15 4 2
578B	Ebbw Vale, Victoria - B. 10	- - -	179	81 4 7
578A	Govilon - B. 11	- - -	35	7 0 2
579	Goytrey - N.	139 0 0		
348	Grosmont, Endowed.			
578A	Llanarth - N. 7	*50 0 0	40	15 10 8
	"	181 0 0		
580	Llandevaud Ch.	59 0 0		
578A	Llanellen - N. 7	148 15 0	56	32 16 2
578A	Llangattock, Lingoed (James Davies') - N.	45 0 0		
579	Llangibby - Ch. 7	- - -	42	23 12 6
580	Llantarnan - B. 11	- - -	59	30 6 10
578A	Llanthewi Rhydduck, Mount Pleasant - - B.	97 17 6		
579	Llantrissent N.	85 0 0		
579	Llanvrechva, Lower - N. 7	- - -	57	28 0 10
			5	1 15 10
	MONMOUTH—*cont.*	£ s. d.		£ s. d.
578A	Llanwenarth, Citra - - N.	126 5 0		
578A	Llanwenarth, Ultra - - N. 10	143 0 0	30	11 8 4
580	Magor - - N. 10	208 0 0	57	21 16 10
580	Maindee (Christ Church) - N. 5	- - -	153	16 16 9
579	Mamhilad and Llanvihangel - - N.	158 0 0		
580	Marshfield - N.	233 0 0		
577	Monmouth - N.	370 13 4		
577	Monmouth, St. Thomas', Overmonnow - N.	178 12 6		
576	Mynyddbach (Shirenewton) - - Ch. 7	- - -	43	17 12 0
578B	Nantyglo - N. 6	- - -	222	110 19 4
			31	16 11 8
580	Newport-on-Usk - - N. 6	*275 0 0	166	67 7 2
	" " "	133 5 0	16	4 6 8
580	Newport-on-Usk - - B.	*75 0 0		
580	Newport-on-Usk, Infts. R. 6	520 0 0		
580	Newport-on-Usk, St. Mary's - R. 6	- - -	367	180 1 0
579	Panteg, Wern N. 7	382 4 0	58	28 2 2
580	Pillgwenlly, Boys - N. *e*			
580	Pillgwenlly, Trinity (Boys and Girls) - - Ch. 7	- - -	167	61 18 8
580	Pillgwenlly - W. 11	- - -	231	128 13 2
			23	7 7 6
579	Pontnewynydd - - N.	365 7 8		
578B	Pontygof - B. 10	- - -	307	160 3 0
			17	4 7 6
579	Pontymoile - N. 6	843 0 0	151	67 4 6
579	Pontypool, Charity - N. 7	*114 0 0	266	119 17 4
	" " "	241 15 10		
579	Pontypool, St. Alban's R. 7		*a*	
577	Ragland - N. 7	- - -	47	19 6 8
578B	Rhymney		451	265 7 6
	Iron Works N. 6	- - -	116	46 11 8
578B	Rhymney Iron Works B. 5	- - -	216	108 7 10
578B	Rhymney, Lower - B. 5	- - -	147	75 17 9
580	Risca - - B. 10	- - -	136	67 13 6
577	Rockfield - N.			
576	Shirenewton Ch.			
576	Shirenewton, Earlswood Common - Ch. 7	244 0 0	19	4 6 7
578B	Sirhowy - B. 10	- - -	297	145 1 2
			41	10 14 2
577	Skenfreth - N.	45 0 0		
577	Skenfreth - B. 11	- - -	35	11 12 11

a Not inspected in 1867. *b* Grant refused under Article 52 *d*. *c* School about to be closed.
d School closed. *e* Merged into Pillgwenlly, Trinity, B. and G. Sch.

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	MONMOUTH—*cont.*	£ s. d.		£ s. d.
	Tintern Abbey, N.S., *see* Chapel Hill and Tintern Parva, N.S.			
578B	Tredegar, New - - B. 5	- - -	88	40 6 4
580	Tydee Tin Works - B. 10	- - -	79	43 3 10
579	Usk, Elementary - - 11	- - -	58	18 9 10
	NORFOLK.			
237	Acle - - P. 11	56 10 6	111	52 9 0
239	Alburgh - N.	75 0 0		
231	Aldborough Ch. 1	- - -	37	35 14 0
238	Aldeby - N.	36 0 0	9	2 10 10
239	Ashwelthorpe, village - 5	- - -	24	5 17 1
245	Ashwicken and Leziate - N.	181 0 0		
232	Aylsham - N.	175 0 0		
231	Baconsthorpe Ch. 1	- - -	38	23 3 0
230	Bacton - N. 1	244 0 0	59	50 12 3
240	Banham Rectory - - N. 3	- - -	9	5 1 3
235	Barnham Broom - N. 1	96 6 0	103	36 8 3
237	Beighton - N.	100 0 0	7	1 17 6
238	Bergh Apton N.		51	29 4 6
245	Bilney, West, and Pentney N. 3	*70 0 0	40	12 2 4
243	Binham - N. 7	- - -	50	27 16 6
243	Blakeney - N. 7	- - -	21	6 10 10
248	Bradenham, East - - N.		81	29 13 9
248	Bradenham, West, District - - N.	639 18 0		
244	Brancaster - P. 6	158 18 9	40	22 18 4
242	Brisley - N.	88 0 0		
231	Briston - N.	65 0 0		
239	Brockdish - N. 11	84 0 0	46	24 8 10
238	Brooke - - P.	*80 0 0		
240	Buckenham, New - - N. 4	- - -	62	26 6 4
237	Burlingham and Lingwood - - 3	- - -	56	40 7 4
244	Burnham, Westgate - N. 7	320 0 0	92	48 10 0
232	Buxton - B. 5	- - -	20	6 1 8
229	Caistor - - P. 4	141 0 0	49	13 18 2
229	Caister, Infants - - -	*29 0 0	79	36 4 2
241	Carbrooke - N. 5	32 0 0	54	9 7 6
235	Carleton Forehoe - - N. 2	- - -	24	14 10 4
239	Carleton Rode N. *a*			

a Removed from inspection.

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
245	Castle Acre - N.	72 7 0		
245	Castle Rising N. 6	- - -	52	25 4 6
241	Caston - - N. *a*			
230	Catfield - N.	63 0 0		
234	Catton (New) Ch.	216 0 0		
238	Chedgrave - N. 11	286 0 0	56	26 5 4
238	Claxton and Hellington N.	45 0 0		
193	Clenchwarton N. 3	73 0 0	48	4 0 8
231	Cley (next the Sea) - B. 6	288 0 0	81	39 9 3
232	Coltishall - N.	100 0 0		
235	Colton - - N. 2	105 0 0	28	16 2 10
235	Costessy - N.	*50 0 0		
235	Costessy - B.	*65 0 0		
244	Creake, North N.			
244	Creake, South N. 7	121 0 0	80	30 1 11
			15	2 19 3
240	Croxton - N.	50 0 0		
239	Denton - N. 10	89 10 0	59	25 13 9
239	Denton - B.			
235	Deopham - N. 10	16 5 0	34	17 18 10
242	Dereham, East N. 7	188 6 0	191	97 19 2
242	Dereham, East B. 6	220 0 0	100	58 3 10
247	Dereham, West N. 5	- - -	34	12 18 4
239	Diss - - N. 11	186 15 0	85	48 4 6
239	Diss - - B. 5	235 8 0	15	4 0 10
238	Ditchingham N. 10	*50 0 0	106	48 16 0
	"	85 15 0	66	30 15 6
244	Docking - P. 6	400 0 0	81	40 6 10
247	Downham Market - - N. 5	204 7 0	49	26 2 1
242	‡Dunham, Little - N.			
231	Edgefield - N. 7	- - -	56	27 12 4
241	Ellingham, Great - - B.			
242	Elmham, North N. 7	*30 0 0	98	44 0 0
193	Emneth - N. 3	259 0 0	41	14 13 6
248	Fakenham - N. 7	335 0 4	225	128 17 10
				615 0 0
243	Fakenham - B. 7	303 0 0	62	16 9 6
247	Fincham - N. 5	153 10 9	81	39 16 0
239	Forncett, St. Mary's - N. 11	- - -	32	17 9 2
239	Forncett, St. Peter's - N. 10	102 10 10	33	15 12 4
232	Foulsham and Bintry - N.	*90 0 0		
236	Framingham, Earl - - N.	92 0 0		
237	Freethorpe and Wickhampton N.	75 0 0		
239	Fritton and Morningthorpe N. 4	45 0 0	29	17 8 10
245	Gayton - N. 6	73 13 4	53	12 3 10
			15	2 16 3

b Retiring pension

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
245	Gaywood - N. 6	231 0 0	138	76 12 8
238	Geldestone - N. *a*	*26 0 0		
238	Geldestone - B. 5	- - -	39	20 2 8
248	Gooderstone N.	60 0 0		
232	Hackford and Whitwell - P. 7	- - -	112	61 11 10
238	Haddiscoe and Toft Monks N.	155 0 0		
237	Halvergate - N. 10	202 8 9	40	13 19 10
230	Happisburgh N. 1	254 0 0	52	45 0 0
245	Harpley - N.	62 0 0		
234	Heigham - N. 3	280 0 0	177	94 0 8
230	Heigham, Potter N.	70 0 0		
239	Hempnall - N.	150 0 0		
236	Hethersett - N. 4	280 4 0	50	28 10 8
247	Hilgay - N.	*75 0 0		
245	Hillington - P. 6	- - -	42	23 19 11
232	Hindolveston N.	75 0 0		
243	Hindringham N.	55 0 0		
235	Hingham - N. 5	74 18 6	113	59 14 10
242	Hockering - Ch. 12	- - -	29	20 0 3
249	Hockwold-cum-Wilton N. 3	104 6 8	71	41 13 4
243	Holkham - N. 7	- - -	42	21 5 0
248	‡Holme Hale N.			
231	Holt - - N. 7	138 16 8	108	52 15 8
231	Holt - - B. 6	- - -	88	54 3 2
242	‡Horningham and East Tuddenham N. *b*			
233	Horsford - N. 2	- - -	61	34 10 1
244	Ingoldsthorpe P.			
234	Lakenham - B. 5	- - -	149	71 5 0
234	Lakenham, St. Mark's - N. 11	495 0 2	431 92	236 11 10 21 0 0
243	Langham Episcopi - - 3	- - -	80 13	36 9 10 2 10 10
238	Langley - N.			
242	Litcham - N. 5	- - -	57	26 17 2
238	Loddon (Public) - N. 11	- - -	108 10	49 10 4 1 5 0
240	Lopham, North W. 5	- - -	49 8	24 15 3 2 18 4
240	Lopham, South Ch.			
242	Lyng - - Ch. 7	- - -	79	38 10 2
246	Lynn, King's B. 6	499 10 0	234	121 1 7
246	Lynn, North End, Inft. - N. 6	- - -	122	50 10 2
246	Lynn, St. John's - N. 6	646 3 4	291	149 12 0
246	Lynn, St. Margaret's N. 6	632 5 0	258 19	136 11 8 6 14 2
246	Lynn, South, All Saints'. N. 6	494 13 4	296	165 19 6
247	Marham - N.	53 0 0		
232	Marsham Reformatory.			
193	Marsland Smeeth N.	200 0 0		
229	‡Martham - N.			
245	Massingham N. *b*	*50 0 0		
236	Melton, Great Ch. 4	- - -	43	20 7 0
245	Middleton (near King's Lynn) - N. 6	288 16 0	46	13 14 2
242	Mileham - N.	*50 0 0		
242	Mitford and Launditch U.			
234	Norwich, Alderman Norman's Endowed - 2	- - -	56	*c*
234	Norwich, Miss Martineau's Female Industrial.	*d*		
234	Norwich, Model, Boys - N. 11	185 0 0	222	127 9 0
234	Norwich, Model, Girls - N. 11	- - -	94	55 1 4
234	Norwich, Model, Infants 11	- - -	92	46 7 0
234	Norwich, New City, Mixed B. 5	*100 0 0 61 4 3	138	63 13 0
234	Norwich, "Octagon Chapel B. 5	- - -	210	100 13 8
234	Norwich, St. Augustine's N. 3	- - -	195	95 4 7
234	Norwich, St. Giles' - Ch. 2	354 0 0	252	134 10 10
234	Norwich, St. James' and Pockthorpe N. 2	344 0 0	228	114 10 2
234	Norwich, St. John de Sepulchre, Infants - - N. 2	192 0 0	143	70 16 4
234	Norwich, St. Julian's - N. 2	106 19 6	122	60 0 6
234	Norwich, St. Lawrence's, District - 2	- - -	97	49 10 10
234	Norwich, St. Martin-at-Oak N. 11	364 0 0	133	50 16 8
234	Norwich, St. Martin-at-Palace - N. 2	- - -	74	44 18 4
234	Norwich, St. Miles', Sadd's Yard - - B.	60 0 0		
234	Norwich, St. Paul's - N. 2	170 0 0	143	57 2 10
234	Norwich, St. Peter per Mountergate N. 3	173 0 0	200 46	113 12 2 15 8 4
234	Norwich, St. Saviour's - N. 2	- - -	111	47 10 6
234	Norwich, St. Stephen's - N. 10	417 10 0	313 133	150 6 10 30 19 2
234	Norwich, St. Swithin's - N.	45 0 0		
234	Norwich, Willow Lane - R.	283 0 0		
229	Ormesby - N.	83 0 0		
193	Outwell - N. 5	296 5 0	118	*e*50 15 6
237	Plumstead Parva - - P.	75 7 6		

a School not in existence.
b Removed from inspection.
c Grant refused under Article 52 *d*.
d School closed.
e Part of this grant belongs to Outwell, Infants, N., Cambridge.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	NORFOLK—*cont.*	£ s. d.		£ s. d.
237	Postwick - N. 1	- - -	25	17 1 6
239	Pulham, St. Mary Magdalen's - N.	132 0 0		
233	Rackheath Village - Ch. 1	- - -	30	14 16 0
239	Redenhall - N. 10	112 10 0	115	66 3 6
237	Reedham - N. 10	77 14 0	60	32 5 2
232	Reepham, St. Mary's - N. 7	- - -	41	10 13 0
230	Ridlington and East Ruston - N.	37 0 0		
244	Ringstead - Ch. 6	- - -	9	*a* 2 14 2
241	Rockland, All Saints' - N.	35 0 0		
236	Rockland, St. Mary's - N.	36 0 0		
240	Roydon - Ch. 4	- - -	34	14 14 2
245	Roydon (Castle Rising) - N. 5	- - -	34	6 9 3
244	Rudham (East and West) Ch. 7	384 0 0	88	45 17 1
247	Runcton and Holme - N.	40 0 0		
245	Runcton, North N. 5	- - -	32	19 6 8
229	Runham and Thrigby - N.	216 0 0		
231	Runton - N. *b*			
239	Rushall - N.	174 0 0		
243	Ryburgh, Great N. 7	- - -	45	14 12 0
248	Saham Toney N.	*35 0 0		
233	Salhouse - N. 1	60 0 0	32	21 8 2
236	Saxlingham Thorpe and Saxlingham NethergateCh. 11	- - -	46	27 12 6
239	Scole - - P. 3	- - -	47 28	24 15 4 8 8 4
232	Scottow - Ch.	119 0 0		
243	Sculthorpe - N. 7	118 16 6	53 19	31 8 2 6 10 10
244	Sedgeford - Ch. 6	- - -	38	18 6 7
240	Shelfanger - Ch. 1	- - -	30	20 12 4
231	‡Sheringham N.			
244	Snettisham Ch. 6	- - -	73	39 7 0
247	Southery - N.	60 0 0		
237	Southwood and Limpenhoe N.	26 10 0		
239	Starston - N. 10	- - -	43	27 7 10
243	Stibbard - N. 7	143 10 0	31	19 14 6
243	‡Stiffkey - N.			
236	Surlingham N.	*20 0 0		
248	Swaffham - N. 5	*160 0 0	122 26	66 5 4 7 8 4
230	‡Swafield - N.			
242	Swanton Morley N.	120 0 0		
244	Syderstone - N. 7	- - -	47	21 12 8
243	Tatterset and Tatterford- N.	237 0 0	23	6 9 1
233	Taverham - N.	70 0 0		
193	Terrington, St. Clement's - N. 5	182 5 0	144	69 4 10
249	Thetford - N. 3	40 4 0	171	77 12 4
249	Thetford - B. 4	*75 0 0	117	52 16 0
244	Thornham - N. 6	- - -	100 14	54 13 8 5 1 8
234	Thorpe - N.	41 0 0		
239	ThorpeAbbots N.	46 0 0		
234	Thorpe Hamlet, St. Matthew's N. 12	473 18 4	365	197 13 4
238	Thurlton - N.	37 0 0		
239	Tibenham - Ch. 4	- - -	46 15	24 8 7 4 15 10
193	Tilney, All Saints' - N. 5	146 9 0	27	13 18 5
242	Tittleshall Ch. 7	- - -	57	31 9 8
238	Topcroft - N.	54 0 0		
236	Trowse Newton N.	70 0 0		
231	Trunch - N.	52 0 0		
193	Walpole, St. Andrew's - N. 5	93 0 0	34	14 2 6
231	Walsham, North N. 1	187 0 0	76	54 13 9
231	Walsham, North B. 5	- - -	104	47 10 0
243	Walsingham, Little - N. 7	37 8 0	56 9	24 5 8 2 9 2
193	Walsoken - N. 5	280 0 0	46 10	20 13 8 3 13 4
193	Walton, West N.	76 0 0		
241	Watton - N.	128 17 0		
242	Weasenham N. 7	349 0 0	44	28 3 7
235	Welborne - N. 3	42 0 0		
243	Wells, Parochial - - B. 6	90 7 9	167	107 0 6
	Wheatacre Union of Schools - Ch. 2			
238	Wheatacre and Burgh -	- - -	36	14 10 6
		- - -	27	10 11 2
238	Aldeby - -	- - -	30	13 40 4
227	Fritton (Suffolk) - -	- - -	32	14 5 9
238	Haddiscoe - -	- - -	24	8 17 3
238	Toft Monks - -	- - -	*c*39	10 15 10
242	Whissonsett Ch. 7	- - -	46	10 12 5
235	Wicklewood N.			
247	Wiggenhall - N. 3	65 0 0	77	34 8 8
245	Winch, East N.	50 0 0		
245	Winch, West N.	*32 0 0		
240	Winfarthing Ch. 4	124 10 0	21	6 14 2
229	Winterton - N. 4	271 14 6	112	56 18 8
245	Wootton, North Ch. 5	- - -	43	13 19 7
230	Worstead - N.	221 15 0		
239	Wortwell - N. 10	- - -	53	25 14 9
235	Wymondham N. 4	15 12 0	152 18	73 0 0 4 13 4
228	Yarmouth, GtB. 5	97 8 0	322	175 2 6
228	Yarmouth, Great, Blue Coat, Charity Ch.			
228	Yarmouth, Great, St. John's - N. 4	300 0 0	151	69 15 4
228	Yarmouth, Great, St. Nicholas' - N. 4	840 10 0	370	183 4 6

a Not inspected in 1867. *b* Removed from inspection.
c This evening school grant is for Haddiscoe and Wheatacre Schools only.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	NORFOLK—*cont.*	£ s. d.		£ s. d.
228	Yarmouth, Great, St. Peter's - N. 4	526 0 0	410 26	224 7 8 7 18 4
228	Yarmouth, Great, South End Mission N.	120 0 0		
242	Yaxham - N.	92 0 0		
	NORTHAMPTON.			
165	Abthorpe - Ch. 11	- - -	42	14 18 4
163	Banbury (South), Ch. Ch. - Ch. 10	620 0 0	202	72 19 0
421	Barnack - N. 2	- - -	117	59 15 4
168	Billing, Great 10	- - -	37 12	20 1 10 3 16 8
165	Blisworth, Endowed - 11	- - -	86	36 19 10
164	Brackley - W. 10	- - -	73 35	24 11 10 12 12 6
167	Brafield-on-the-Green, Infants N. 11	- - -	61	22 3 10
169	Braunston - N.	128 17 6		
409	Braybrooke N.	*25 0 0		
173	Brigstock - B. 11	- - -	48	26 5 8
170	Brington, Great N. 12	- - -	73	34 0 0
172	Broughton - N.			
168	Bugbrooke - N. 11	183 0 0	94	46 4 6
172	Burton Latimer, Endowed and Infants, Free 1	180 0 0	123	40 1 0
169	Byfield - Ch. 11	- - -	61	25 9 4
175	Castor - 2	- - -	69	30 13 4
175	Castor, Infant Ch. 2	- - -	57	24 3 8
163	Chipping Warden - N. *a*			
167	Cogenhoe - N.	45 0 0		
172	Corby - - B. 11	- - -	87	*b*
166	Cosgrove - N.	90 0 0		
172	Cottingham with Middleton N. 7	183 0 0	83 11	25 3 9 2 14 2
172	Cranford - N. 1	- - -	46	14 17 2
170	Creaton, Great N. 10	100 0 0	55	15 10 1
401	Crick, Boys Par. and N. 10	80 0 0	74 14	22 18 6 1 1 10
401	Crick, Girls and Infants N.	60 0 0		
164	Croughton - Ch. 11	- - -	69	35 5 2
164	Culworth, Endowed - N. 11	- - -	49	*b*
168	Dallington - N. 10	52 0 0	36	13 15 0
168	Dallington, St. James', Endowed - Ch. 10	175 15 0	99 17	41 14 3 3 17 6
169	Daventry - B. 11	- - -	95	56 0 2
173	Denford and Ringstead - Ch. 6	- - -	60 13	5 0 0 4 0 10
172	Desborough N.	47 0 0	105	46 7 8
171	Earl's Barton, Wickliffe - - B. 11	- - -	119 38	52 15 10 14 9 2
421	Easton, Girls N. 4	- - -	71	28 8 8
164	Evenly. *a*			
164	Eydon - - N. 11	25 0 0	56 17	26 10 4 5 2 6
175	Eye - - N. 2	324 7 6	73 11	27 5 8 1 7 6
171	Finedon, Endowed - N. 1	115 10 0	213	43 11 0
165	Gayton - N. 11	65 18 10	57	17 10 8
175	Glinton with Peakirk - N.	110 0 0		
167	Hardingstone N. 10	- - -	50 15	14 16 3 4 2 6
173	Hargrave - Ch.	123 12 0		
170	Harleston - N. 12	- - -	57	25 0 10
168	Harpole, Free N. 12	- - -	80	8 0 0
171	Harrowden, Little, Endowed - -	249 0 0		
164	Helmdon - N.	176 0 0		
175	Helpstone - P. 2	- - -	84 11	31 13 0 4 10 10
167	Houghton, Great - N. 5	- - -	38 15	20 4 8 1 17 6
171	Irchester - N.	120 0 0		
171	Irthlingborough P.	396 0 0		
173	Islip - - Ch. 1	147 12 0	60	30 5 10
172	Kettering - N. 1			
172	Kettering - B. 10	*250 0 0	161	82 7 6
172	Kettering (North End) Ch. 1	318 0 0		
401	Kilsby - - N.	*30 0 0		
164	King's Sutton N. 11	193 14 8	105 19	46 7 8 8 15 10
168	Kingsthorpe N. 10	85 0 0	110 15	49 6 0 3 17 6
168	Kislingbury N. 12	- - -	61	*b*
174	Lilford, Mixed 1	- - -	57	27 3 4
165	Litchborough Ch. 11			
172	Loddington Ch. 1	- - -	38	20 11 4
173	Lowick, Charity 1	- - -	41	*b*
163	Middleton Cheney - N. 11	679 10 0	140	57 7 7
167	Milton - N. 11	- - -	79	27 1 11
170	Moulton and Overstone - N. 11	126 12 0	112	51 15 8
170	Naseby - N.	92 0 0		
174	Nassington and Yarwell - Ch. 2	- - -	61	16 9 7
175	Newborough P. 2	- - -	46 14	19 2 4 1 13 4
168	Northampton, All Saints' - N. 10	*316 0 0	502	247 10 6
	" "	942 15 0	53	17 7 6
168	Northampton, All Saints', Infants, (South Quarter) - N. 10	- - -	97	36 12 2

a Removed from inspection.

Grant refused under Article 52*d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
168	Northampton B. 11	550 0 0	382	191 12 4
168	Northampton, Blue Coat *a*			
168	Northampton, St. Andrew's N. 10	474 0 0	201	89 10 8
168	Northampton, St. Edmund's N. 10	511 18 6	240 28	105 17 8 7 10 0
168	Northampton, St. Giles' - P. 10	631 0 8	285 18	143 18 6 5 6 3
168	Northampton, St. Katherine's N. 10	296 1 2	204	86 6 6
168	Northampton, St. Peter's N. 10	376 0 0	112 33	37 4 0 7 10 10
168	Northampton, St. Sepulchre's N. 10	460 0 0	190	74 18 6
168	Northampton Society's Reformatory.			
168	Northampton, Infants - W. *a*			
171	Orlingbury - N.	103 0 0		
174	Oundle - N. 1	244 0 0	89	39 10 8
174	Oundle - B. 11	- - -	134	79 0 10
175	Paston, Mixed 2	- - -	83 17	37 7 0 5 5 10
175	Peterborough Boys - N. 2	- - -		
175	Peterborough, Girls - - N. 2	31 0 0	256	123 14 0
175	Peterborough, Infants - N. 2	264 15 0	131	55 1 10
175	Peterborough B. 11	610 0 0	338	169 9 4
175	Peterborough, Sunday - B.	*150 0 0		
175	Peterborough, New England, St. Mark's - N. 2	- - -	230	107 19 6
175	Peterborough, Practising - 2	366 0 0	157	80 9 4
175	Peterborough, St. John the Baptist - Ch. 2	539 2 0	177	73 0 0
167	Piddington - N. 11	- - -	51	27 13 10
170	Pitsford - N.	52 10 0		
172	Pytchley, Endowed Ch.	163 10 6		
173	Raunds - N. 1	372 0 0	101 21	46 3 8 2 12 6
173	Raunds - W. 11	429 0 0	122	55 7 0
420	Rockingham N. 7	- - -	45	22 2 10
172	Rothwell - B. 10	*100 0 0	120	62 16 1
409	Sibbertoft - N.	60 0 0		
165	Silverstone - N. 11	- - -	29	3 18 4
165	Silverstone - W. 10	- - -	98 73	51 18 4 29 15 10
170	Spratton - N. 10	- - -	72	32 9 4
421	Stamford, Baron, St. Martin's - N. 4	- - -	162	80 6 6
173	Stanwick - N. 1	*54 0 0	67	30 12 2
	" - "	4 15 0		

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	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
409	Stoke Albany and Wilbarston 7			
421	Thornhaugh N. 2	- - -	39	18 2 4
173	Thrapstone - N. 1	112 10 0	66	26 7 10
173	Thrapstone - B.			
173	Titchmarsh - N. 1	147 4 6	124	68 13 8
165	Towcester - N. 11	213 15 0	172 15	80 2 10 6 5 10
174	Wadenhoe Ch. 7	- - -	42	19 7 5
165	Wappenham N. 11	- - -	43	20 0 6
169	Watford, Mixed 12	- - -	55 7	11 9 10 0 0 2
169	Weedon Bec N. 11	200 2 6	48 37	19 10 6 11 19 2
165	Weedon (Lois) N.	96 0 0		
174	Weldon - Ch. 2	- - -	60 10	25 15 4 2 5 0
408	Welford and Sulby, Endowed - 6	150 13 0	63 30	33 8 6 5 9 6
171	Wellingborough, Freeman's Endowed - 1	493 0 0	220 56	95 10 0 7 5 0
171	Wellingborough, Girls - - B. 10	- - -	51	20 2 6
164	Whitfield - N. *b*	*25 0 0		
409	Wilbarston N.	33 0 0		
173	Woodford (near Thrapstone) Ch. 1	- - -	76 14	36 3 2 4 15 0
169	Woodford-cum-Membris (near Daventry) Ch. 11	- - -	59	27 16 8
167	Wootton - N.	*46 0 0		
	NORTHUMBERLAND.			
559	Acklington - N. 2	- - -	59	23 11 8
555	Acomb Township - Ch.			
555	Allenheads - N. *c*	50 0 0		
555	Allenheads - B. 7	- - -	101	51 16 0
555	Allenheads, St. Peter's - N.	30 0 0		
559	Alnwick - N. 12	415 0 0	142	67 6 2
559	Alnwick - B. *d*			
559	Alnwick, Corporation (Lower) - *b*			
559	Alnwick, Endowed, Corporation, (Upper) - *b*			
559	Alnwick (Duke of Northumberland's - N. *b*			
559	Alnwick, Ragged -	127 0 0		
559	Alnwick, St. John's - R. 2	- - -	79	27 12 5
559	Amble, Public - - 3	- - -	95	19 8 11
561	Ancroft - N. 1	311 0 0	71	31 6 10
555	Anick - - Ch. *b*			

a School closed. *b* Removed from inspection. *c* School pulled down.
d Now a private adventure school.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
553	Annitsford - R. 6	- - -	96	23 9 2
553	Backworth Colliery - 2	- - -	122	59 8 2
			15	5 0 10
557	Bavington, Great - Pres. 3	- - -	23	8 6 8
558	Bedlington Ch. 2	332 0 0	122	59 9 2
560	Belford - N. 2	*58 0 0	66	33 1 4
560	Belford - Pres. 3	- - -	98	45 0 6
557	Bellingham, Endowed, Free 1	113 5 0	50	22 10 0
552	Benwell Village - Ch. 4	- - -	79	39 18 10
561	Berwick-upon-Tweed (Boys), Charity - 7	100 0 0	177	18 15 0
561	Berwick-upon-Tweed (Girls), Charity - Ch. 7	618 0 0	219	105 15 10
561	Berwick-upon-Tweed (Infants) - N. 7	124 5 0		
561	Berwick-upon-Tweed - B. 3	694 0 0	220	111 1 10
561	Berwick-upon-Tweed, Inf. B. 3	104 3 6	73	35 10 6
561	Berwick-upon-Tweed, English Presbyterian. *a*			
561	Berwick-upon-Tweed - U.			
561	Berwick-upon-Tweed, St. Cuthbert's R. 2	- - -	70	30 7 8
561	Berwick-upon-Tweed, St. Mary's - N. 7	214 9 0	177	115 16 1
			46	15 3 4
557	Birtley - N.			
556	Blenkinsopp Ch. 4	- - -	37	17 1 2
556	Blenkinsopp, Girls - - Ch. 4	- - -	34	3 19 6
553	Blyth English Pres. 3	- - -	88	45 5 0
562	Branton English Pres. 3			
553	Brenckburne Ch. 1	- - -	24	16 4 4
555	Brideshill - R. 7	- - -	56	*b*
555	Broomhaugh N. 4	35 0 0	35	17 7 4
553	Burradon Colliery - - 6	- - -	146	82 14 4
			18	6 11 8
552	Byker, St. Anthony - N. 10	232 17 6	71	28 13 8
555	Bywell - Ch. 3	- - -	50	23 13 2
558	Cambo - N. 2	- - -	40	23 15 10
555	Carshield - R. 7	- - -	52	11 16 8
562	Chatton - N. 2	- - -	68	36 4 4
562	Chillingham N.	*45 0 0		
555	‡Colwell - R.			
555	Corbridge - N. 4	*45 0 0		
	"	412 0 0	116	61 19 2
561	Cornhill - N. 1	*40 0 0	68	32 12 4
	" "	93 4 0	14	3 11 8
553	Cowpen Colliery - Und. 3	- - -	167	28 6 2
554	Coxlodge - R. 11	- - -	75	33 13 2

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	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
562	Crookham - N. 1	104 10 0	64	29 16 4
562	Crookham - Pres. 3	- - -	41	17 11 10
553	Cullercoats - Ch. 7	- - -	162	73 8 4
			20	7 8 4
554	Dalton, Village - - Ch. *a*			
553	Earsdon - P. 2	- - -	122	63 8 2
			13	4 7 6
563	Elsdon - - N.	*c*35 0 0		
552	Elswick, High, St. Paul's - N. 10	943 18 0	197	95 7 10
557	Falstone - B. 6	- - -	29	6 3 8
556	Featherstone Ch. *d*			
562	Ford Ch. and Pres. 1	- - -	87	39 11 5
			4	0 18 9
559	Glanton - Pres. 3	- - -	57	25 19 2
			9	2 12 6
554	Gosforth - N. 3	422 2 0	169	93 1 8
553	Gosforth, North Ch. 5	- - -	61	36 7 2
563	Harbottle - N.	*36 0 0		
558	Hartburn - N.	85 0 0		
559	Hauxley - Ch. 2	- - -	54	23 6 6
554	Heddon-on-the-Wall - N. 4	200 0 0	75	34 16 10
555	Hedley - N. 4	- - -	40	21 9 6
			6	2 8 4
556	Herdley Bank Ch. 4	- - -	59	8 19 11
555	Hexham, St. Mary's - R. 6	- - -	111	51 6 11
555	Hexham, Subscription - 1	550 0 0	282	116 8 6
561	Holy Island N. 1	44 0 0		
553	Holywell Colliery - B. *d*	*25 0 0		
561	Hornclife - B. 3	- - -	38	19 2 0
553	Horton - Ch. 2	561 12 0	198	90 9 2
559	Houghton, Long - - N. 2	- - -	56	32 6 8
553	Howden Pans B.	50 0 0		
559	Howick - - Ch. 1	146 0 0	22	*b*
554	Kenton - - N. 3	121 0 0	59	35 13 2
557	Kieldar - - B. 6	- - -	27	12 9 7
553	Killingworth Colliery - 2	- - -	198	83 5 2
557	Kirk Whelpington - P.			
556	Knaresdale - N. 4	- - -	54	26 4 0
559	Lesbury - Ch.			
562	Lilburn Tower 2	- - -	63	39 9 8
555	Lillswood Subscription - *e*			
558	Longhirst - N.	56 0 0		
558	Longhorsley P. 1	- - -	64	31 18 8
562	Lowick - N. 2	75 0 0	83	36 2 8
562	Lowick - B. *d*	30 0 0		
562	Lowick - Pres. 3	- - -	74	32 5 4
562	‡Lowick - R.			
560	‡Lucker - P.			
554	Matfen (Boys) Ch. 2	- - -	19	9 4 8
554	Matfen - Ch. 2	- - -	29	11 18 8
556	Melkridge - N.	*30 0 0		
555	Mickley - N. 4	- - -	152	81 17 2
			40	9 10 0

a School closed. *b* Grant refused under Article 52 *d*. *c* This grant has been repaid.
d School not existing. *e* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
562	Mindrim - Ch. 2	- - -	59	31 4 6
			9	3 5 10
558	Morpeth, Borough - 3	*200 0 0	148	56 18 8
558	Morpeth - Pres. 3	- - -	127	58 18 4
558	Morpeth, St. James' - N. 1	276 6 8	248	125 4 10
555	Newbrough, Boys - - N. 1	99 1 8	46	22 7 8
555	Newbrough, Girls - - *d*	- - -	52	16 11 3
554	Newburn Manor - Ch. 4	- - -	63	33 14 8
			25	7 19 2
552	Newcastle-upon-Tyne, Arthur's Hill, Infants - 10	335 0 0	164	61 6 4
552	Newcastle, Castle Garth N. 10	*150 0 0	252	79 13 4
		28 0 0	24	6 0 0
552	Newcastle, on-Tyne, Ch. of the Divine Unity School - 10	- - -	71	33 5 4
552	Newcastle-on-Tyne, Clarence Street - W. 10	- - -	111	25 0 5
552	Newcastle, Clergy Jubilee N. 10	800 0 0	173	74 3 4
552	Newcastle, Clergy Jubilee Trade (Upper).			
552	Newcastle, Jubilee - B. 10	- - -	279	124 18 10
552	Newcastle, Orphan House W. 10	1,172 0 0	432	189 4 8
552	Newcastle, Ragged - -	1,582 0 0		
552	Newcastle, Reformatory.			
	Newcastle, Sallyport - B. *a*			
552	Newcastle, St. Andrew's - N. 10	*166 0 0	444	215 3 6
	" "	1,130 0 0	19	6 4 2
552	Newcastle, St. Andrew's - R. 11	243 0 0	594	229 10 11
			195	75 3 11
552	Newcastle, St. John's - N. 10	*335 0 0	235	81 3 2
	" "	120 16 4		
552	Newcastle, St. Mary's - R. 11	- - -	552	258 6 8
			113	51 4 2
552	Newcastle, St. Thomas' - N. 10	167 8 1	326	174 9 4
560	Newham - B. 3	- - -	38	18 11 6
555	Newton Hall N. 4	- - -	33	19 1 0
559	Newton-on-the-Moor - - Ch. 2	- - -	43	7 6 10
555	Ninebanks - N.	47 0 0		
561	Norham, Boys N. 2	-		
561	Norham, Girls N. 2	121 0 0	41	24 9 10
561	Ord, East - B. *b*	35 0 0		
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
555	Ovington - N.	93 5 8		
559	‡Radcliffe Colliery - - N.			
557	Rochester, Lord Redesdale's N. 4	- - -	23	11 9 2
			88	47 7 10
561	Scremerston N. 1	166 0 0	11	3 9 2
552	Seaton Burn B. *c*	*20 0 0		
553	Seaton Burn Colliery - B. 6	- - -	91	40 5 8
			29	5 2 6
553	Seaton Delaval Eng. Pres. 1	- - -	53	22 9 2
558	Seaton, North, Boys - Undl. 4	- - -	84	8 14 10
558	Seaton, North, Girls - Undl. 4	- - -	60	8 11 10
553	‡Seghill - N.			
552	Shieldfield, Ch. Ch. - N. 10	862 0 0	444	197 4 10
553	Shields, North N. *a*	*300 0 0		
553	Shields, North, Kettlewell's Endowed - B. 7	- - -	198	10 8 6
553	Shields, North Pres. 1	267 1 0	300	170 11 4
553	Shields, North R. 11	- - -	262	99 16 3
553	Shields, North, Union - B. 1	*225 0 0	114	52 14 2
561	Shoreswood - N. 2	131 9 0	49	8 14 8
555	Simonburn - N.	276 0 0		
561	Spittal - B. 3	*75 0 0	111	54 9 2
554	Stamfordham R. 6	130 0 0	45	23 3 4
554	Sugleyfield - N.	*100 0 0		
557	Tarset - - B. 6			
557	Thorneyburn Ch. 1	75 7 6	35	22 9 4
561	Tweedmouth Eng. Pres. 3	- - -	38	*d*
553	Tynemouth, Ragged - 1	- - -	172	90 2 10
			59	17 17 6
552	Walbottle Colliery.			
553	Walker, Iron and Alkali Works - 7	- - -	199	95 8 2
			52	21 18 4
			254	139 19 4
553	Walker - R. 11	- - -	59	21 12 6
557	Wark, Heron's Charity and P. 1	- - -	82	44 17 4
559	Warkworth, Radcliffe Colliery - Ch. *e*			
560	Warrenford - B. 3	*20 0 0	44	20 2 0
553	Whitley Chapel N.	70 0 0		
563	Whittingham N. 1	- - -	95	46 2 4
555	Whittonstall N. 4	110 0 0	27	11 13 4
558	Widdrington Ch. 1	- - -	37	7 5 8
553	Willington Quay, Stephenson's Memorial - 7	737 0 0	342	175 10 0
563	Wingates - N.	26 10 0		
558	‡Witton (Nether) N.			

a Removed from inspection. *b* School not existing. *c* School sold. *d* Grant refused under Art. 51 *d*.
e School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
562	Wooler - - N. 4	*70 0 0	147	48 10 10
562	Wooler - Pres. 3	- - -	105	51 18 10
			20	4 18 4
555	Wylam, Village Colliery - B. 6	526 0 0	56	25 9 6
	NOTTINGHAM.			
438	Annesley, Woodhouse Ch. 10	- - -	47	16 5 3
438	Arnold, Boys and Girls - N. 10	480 0 0	203	93 3 6
438	Arnold, Infants - - N.	242 0 0		
441	Averham - N. 6	- - -	35	15 7 4
442	Balderton - N. 2	334 0 0	80	32 0 0
442	Barnby-in-the-Willows - N.	57 0 0		
438	Basford - N. 10	440 0 0	184	92 9 6
434	Beckingham N.	222 0 0		
438	Beeston - N. 11	*144 0 0	142	62 13 6
438	Beeston - W. 11	- - -	70	31 4 2
442	Besthorpe - N.	40 0 0		
443	Bingham - N. 3	- - -	130	52 0 9
443	Bingham - W. 11	372 0 0	86	41 15 4
437	Blidworth - N. 10	425 0 0	56	24 13 4
434	Bole - - N. 2	- - -	38	18 7 2
441	Boughton, Infants - - Ch. 2	- - -	44	20 0 0
444	Bramcote - N.	*50 0 0		
443	Bridgeford, East - - N. 11	- - -	71	29 18 4
			10	2 5 0
438	Bridgeford, West - - Ch.	146 0 0		
438	Calverton - N. 5	- - -	64	33 15 8
438	Carrington - N. 4	*75 0 0	67	25 18 5
	" "	35 0 0		
444	Chilwell - N.	246 0 0		
442	Coddington - N.	71 9 0		
442	Coddington - W. 1	- - -	35	14 3 10
442	Collingham, North and South - N. 2	*60 0 0		
	" "	65 11 6	86	39 12 6
442	Collingham - W. 1	330 0 0	58	23 0 9
438	Cossall, Village - - 10	- - -	35	23 15 6
415	Costock - N. 11	*50 0 0	37	13 17 8
	" "	83 0 0		
435	Cotes, Old - N.	*50 0 0		
443	Cotgrave - Ch. 11	- - -	85	40 6 0
			12	4 0 0
443	Cropwell Butler - P. 11	- - -	75	37 11 2
			18	4 16 8
435	Dunham - N. 2	215 0 0	85	39 17 0
438	Eastwood, Boys - - N. 10	324 3 9		
438	Eastwood, Girls - - Ch. 10	45 0 0	313	137 2 6
438	Eastwood, Infants - - Ch. 10	*60 0 0		
	" "	50 0 0		
441	Elston, All Saints' - N. 2	126 0 0	49	26 11 8
			24	8 3 4
	NOTTINGHAM— *cont.*	£ s. d.		£ s. d.
441	Epperstone - N. 10	303 0 0	31	14 10 8
435	Everton (Bawtry) - - Ch. 2	- - -	46	19 13 0
442	Farndon - N. 6	233 0 0	61	12 11 4
441	Farnsfield, Endowed - Ch. 10	- - -	94	44 9 4
441	Farnsfield - W. 11	- - -	109	56 7 4
438	Gotham - N. 11	- - -	96	35 0 10
435	Gringley-on-the-Hill - N. 2	284 3 0	62	34 1 8
442	Harby - - N. 1	- - -	36	13 18 7
442	Harby - - W. 1	- - -	61	24 5 0
443	Hawksworth Ch.			
438	Hucknall Torkard - N. 10	404 0 0	231	106 5 0
439	Hyson Green, St. Paul's - N. 4	1,065 16 0	173	83 4 2
443	Keyworth - N. 11	- - -	53	22 6 8
438	Kimberley - B.	50 0 0		
444	Kingston-upon-Soar - - N. *a*			
441	Kneesall - Ch. 2	- - -	64	25 19 10
438	Lambley - N.	90 0 0		
443	Langar - Ch. 11	- - -	18	8 9 6
441	Laxton - P. 2	- - -	40	10 17 10
439	Lenton - N. 4	683 6 8	347	152 11 8
			25	7 14 2
441	Lowdham - N. 11	293 15 0	92	46 0 10
			12	4 1 8
437	Mansfield - B. 12	- - -	64	29 4 0
			16	2 2 11
437	Mansfield, St. John's - N. 10	828 0 0	167	70 16 8
437	Mansfield - W. 12	- - -	83	34 1 4
437	Mansfield Woodhouse N. 10	200 0 0	55	20 12 0
437	Mansfield Woodhouse W.			
435	Markham Clinton - N.			
435	Mattersey - N. 2	274 12 0	36	16 10 6
441	Muskham, North, Mary Woolhouse's Charity.			
442	Newark-upon-Trent, Boys' N. 2	*125 0 0		
	" "	140 15 0	248	45 6 8
442	Newark-upon-Trent, Girls' N. 2	84 4 0	14	2 13 4
442	Newark-upon-Trent, Ch. Ch. 2 (Haughton Road) - N. 2	1,404 10 0	301	151 16 4
			34	11 0 0
442	Newark-upon-Trent (King St.), Infants N. 2	- - -	36	42 5 3
442	Newark-upon-Trent - W. 1	273 0 0	129	62 19 10
438	Newthorpe, Infants - N.	50 0 0		
440	Nottingham, All Saints - N. 5	- - -	192	70 1 9
440	Nottingham (Bath St.), Boys - - B. 11	- - -	78	29 14 11

a Removed from inspection.

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	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
440	Nottingham (Canal St.) B. *a*	*550 0 0		
440	Nottingham (Derby Rd.) B. 11	174 0 0	137	79 17 2
440	Nottingham (Girls Sch. of Industry) 4	- - -	109	43 0 0
440	Nottingham (High Pavement) - B. 11	- - -	278	120 10 8
440	Nottingham, St. Anne's N. 4	641 11 10	233	102 6 8
			5	1 12 6
440	Nottingham, St. Barnabas' R. 9	- - -	64	24 7 3
			21	7 5 10
440	Nottingham, St. James', Infants - N. 4	- - -	111	51 17 6
440	Nottingham, St. John's - N. 4	17 0 0	186	95 17 4
440	Nottingham, St. John's - R. 9	- - -	144	75 14 8
			19	6 17 6
440	Nottingham, St. Luke's - P. 3	- - -	239	116 15 8
			32	9 18 4
440	Nottingham, St. Mary's (Boys) - N. 4	*300 0 0		
	" " "	228 7 0	207	108 9 4
440	Nottingham, St. Mary's (Girls and Infants) - N. 4	444 0 0	227	96 10 2
440	Nottingham, St. Mary's - R. 9	- - -	64	36 10 10
440	Nottingham, St. Matthew's - N. 4	649 0 0	167	85 18 6
440	Nottingham, St. Nicholas' N. 4	800 0 0	207	105 19 2
440	Nottingham, St. Paul's - N. 5	352 13 1	278	72 9 1
			23	4 15 10
440	Nottingham, St. Peter's - N. 4	- - -	261	95 5 8
			25	7 15 10
440	Nottingham, St. Saviour's N. 4	390 6 3	215	78 17 2
			41	12 9 2
440	Nottingham, Holy Trinity N. 4	1,027 5 0	661	321 9 6
440	Nottingham, Trinity Branch, Mixed - 4	- - -	89	46 19 0
	Nottingham, Trinity, Colville Street N.	154 10 0		
441	Ollerton - N. 2	236 17 8	108	33 1 8
437	Pleasley Hill B. 12	- - -	92	47 5 0
			33	9 10 10
443	Radcliffe-on-Trent - Ch. 2	- - -	40	3 16 0
439	Radford - N. 4	150 0 0	191	102 0 4
439	Radford, New - - N. 4	454 0 0	291	156 0 4
435	Retford, East N. 2	794 15 0	347	176 17 10
			59	19 19 2
435	Retford, St. Saviour's - N. 2	94 17 8	75	42 11 10

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	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
435	Retford - W. 10	- - -	94	52 19 4
435	Retford, West N. 2	181 5 0	75	29 10 8
438	Ruddington, Girls and Infants - N. 11	- - -	209	93 13 8
438	Selston - N. 10	401 0 0	229	117 8 6
436	Shireoaks - Ch. 5	- - -	58	16 11 6
437	Skegby - N. 10	126 0 11	64	32 8 6
439	Snenton - N. 4	*150 0 0	92	54 13 4
441	Southwell - N. 6	- - -	162	79 3 4
441	Southwell, Holy Trinity, Infants - - N. 6	165 0 0	70	35 15 0
444	Stapleford, St. John's - N. 11	- - -	150	*b*
435	Sturton - N. 2	51 8 0	73	41 15 6
			9	3 0 10
415	Sutton-Bonnington, Boys - Ch. 11	193 0 0		
415	Sutton-Bonnington, Girls - - Ch. 11	243 16 2	110	30 8 8
437	Sutton-in-Ashfield - N. 10	418 3 4	256	139 0 6
			90	31 0 0
437	Sutton-in-Ashfield (East-field Side) - B. 11	*125 0 0	94	12 3 1
441	Sutton-on-Trent - N.	*50 0 0		
438	Trowell - Ch. 11	- - -	48	24 16 8
441	Upton - - N. 6	89 5 0	39	16 16 10
434	Walkeringham - - Ch. 2	- - -	60	32 10 2
441	‡Weston, Endowed - Ch.	-		
438	Westwood (Selston), Infants - N. 10	- - -	25	7 19 6
435	Wheatley, North - Ch. 2	48 10 4	46	25 17 2
415	Willoughby-on-the-Wolds, General - Ch. 2	90 0 0		
438	Wollaton - Ch. 11	- - -	67	38 9 10
436	Worksop Abbey - - N. 5	100 0 0	139	67 19 8
436	Worksop, Castle Hill, Mixed N. 5	- - -	168	84 0 6
436	Worksop Rectory - - N. 5	432 0 0	77	37 16 0
436	Worksop, St. Mary's - R. *c*			
	OXFORDSHIRE.			
163	Adderbury - N.	279 4 0		
159	Ardley, Mixed N. 5	- - -	51	33 10 10
162	Ascot-under-Wychwood N. 3			
155	Assendon - R. 5	- - -	31	16 9 0
			6	2 15 0

a School pulled down. *b* Grant refused under Article 52 *d*. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	OXFORD—*cont.*	£ s. d.		£ s. d.
156	Aston Rowant - - N. 4	70 0 0	59	29 1 6
161	Aston-in-Bampton - N.	286 4 0		
123	‡Balden - N.			
163	Balscott - N. 3	- - -	41	12 7 7
163	Banbury - N. 2	- - -	296	136 8 6
			31	10 2 6
163	Banbury - B. 6	156 0 0	327	167 15 2
163	Banbury, Central, Infants B. 6	- - -	81	40 15 0
163	Banbury, St. John's - R. 5	- - -	68	34 16 8
157	Beckley - N. 4	- - -	53	28 14 2
			23	6 9 2
125	Benson - N. 4	127 10 0	114	46 2 6
			10	2 15 0
125	Benson - B. 6	- - -	95	50 5 8
159	Bicester (Boys and Girls) - N. 5	818 0 0	236	145 19 8
159	Bicester, Infants - - N.	*45 0 0		
160	Bladon, Mixed - N. 3	- - -	72	34 12 2
163	Bloxham - N. 2	142 0 0	76	20 18 6
			24	5 5 0
163	Bodicote - Ch. 2	- - -	32	12 16 0
161	Bradwell - Ch.			
161	Broughton-Poggs-cum-Filkins - Ch. 1	86 3 0		
161	Burford-cum-Fulbrooke - N. 4	- - -	158	54 12 3
161	Burton Abbot's - - N.	124 12 6		
156	Cadmore End N.	129 0 0		
160	Cassington - Ch. 11	- - -	52	2 18 11
155	Caversham - P. 5	- - -	94	23 19 8
			9	1 2 6
162	Chadlington N. 3	- - -	95	38 1 10
			19	5 2 6
162	Chadlington, Infants - N.			
162	Charlbury - B. 6	60 9 0	84	39 13 4
162	Charlbury, Infants - 6	- - -	56	29 11 2
163	Cherwell - B. 6	- - -	166	89 13 6
150	Chinnor - B. 6	54 0 0	43	13 5 10
			37	11 14 3
150	Chinnor - N. 4	346 0 0	53	18 7 8
			8	1 0 0
162	Chipping Norton - - N. 2	*100 0 0		
	" "	495 10 4	139	48 10 11
162	Chipping Norton - - B. 6	300 0 0		
162	Churchill and Sarsden - N. 2	- - -	176	84 19 7
			98	11 10 0
123	Clifton-Hampden - - Ch. 7	- - -	33	6 0 10
157	Cowley - N. 11	- - -	51	21 9 8
157	Cowley, St. John's - Ch. 10	- - -	72	21 12 4
163	Cropredy - - N. 2	270 0 0	98	15 9 2
157	Cuddesdon - N. 4	68 0 0	109	49 18 8
123	Culham - N.	67 10 0	63	20 11 9
123	Culham, Oxford Diocesan Practising 12	146 5 0	40	22 18 8
160	Deddington N.	400 0 0		
125	Dorchester - N. 4	*20 0 0	35	17 0 0
			19	4 15 10
125	Dorchester, Girls and Infants - N. 4	- - -	69	28 18 10
163	Drayton - N. 4	- - -	35	15 6 0
161	Ducklington N. 6	243 0 0	45	21 19 6
			40	18 17 9
160	Dunstew - Ch. 5	- - -	23	7 9 2
161	Ensham - N.	228 3 6		
162	Enstone - N.	*56 0 0		
125	Ewelme - N. 4	- - -	44	21 14 6
			11	3 9 2
162	Finstock and Fawler - N. 3	285 4 0	83	13 9 10
			29	7 12 6
159	Fringford - N. 5	- - -	64	30 15 2
126	Goring - N. 1	- - -	42	27 5 3
157	Garsington Ch. 6	- - -	21	2 9 4
161	Hailey - - N. 1	60 0 0	51	24 4 0
155	Harpsden - P. 6	- - -	28	12 7 4
157	Headington Mixed - N. 5	237 0 0	74	30 19 6
155	Henley-on-Thames - N. 10	647 0 0	278	103 5 5
159	Heyford, Lower - Ch. 10	- - -	25	3 12 3
163	Hook Norton - - N. 2	- - -	99	45 13 6
			7	0 17 6
163	‡HookNorton B.			
157	Horton (Beckley) - - Ch. 5	- - -	33	9 2 0
150	Ibstone - Ch.			
157	Iffley - - Ch. 10	- - -	71	28 5 0
			10	1 18 4
	Ipsden Union of Schools - 7			
	Ipsden -	- - -	24	8 7 4
	North Stoke	- - -	26	11 2 2
	South Stoke	- - -	34	6 10 0
	Woodcote	- - -	26	9 10 0
	Stoke Row	- - -	31	14 5 8
	Checkendon	- - -	25	9 1 8
161	Kencott - Ch. 4	- - -	32	13 19 10
160	Kiddington- N. 3	- - -	28	9 11 5
160	‡Kidlington- N.			
155	Kidmore End, St. John the Baptist's - Ch. 6	98 5 0	50	19 12 2
			88	43 10 2
162	Kingham - N. 2	- - -	23	5 0 10
			69	30 14 8
159	Kirtlington - N. 3	- - -	17	5 0 10
122	Langford - N.	90 0 0		
159	Launton - N. 5	112 17 2	73	29 18 3
			11	5 11 6
162	Leafield - N. 3	*65 0 0	114	35 19 1
161	Leigh, North N. 1	*48 0 0		
156	Lewknor - N. 4	*33 0 0	55	26 5 2
		31 8 3		
157	Littlemore - Ch. 11	- - -	59	17 13 1
126	Maple-Durham - - P.			

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	OXFORD—*cont.*	£ s. d.		£ s. d.
157	Marston - N. 6	- - -	44	6 3 10
156	Milton, Great N. 4	- - -	108	39 7 8
156	Milton, Little N. 4	149 0 0	22 51	5 13 4 17 1 11
162	Milton-under-Wychwood 3	- - -	15 75	5 10 10 20 7 6
156	Moreton - Ch.	174 0 0	20	4 16 8
155	Nettlebed - N. 7	- - -	45	20 11 9
163	Newington, North - N. 2	- - -	54	*a*
163	Newington, South (St. Matthew's) N. 1	*67 0 0 40 0 0	46	18 13 4
161	Newland, The " Blake.			
155	Nuffield - Ch. 5	- - -	27	11 18 4
123	Nuneham - N. 12	- - -	73	43 1 0
158	Oxford, Blue Coat.			
158	Oxford, City U.			
158	Oxford, St. Aldate's - N. 10	*72 0 0	27	8 14 9
157	Oxford, St. Clement's - N. 10	- - -	217	97 13 0
158	Oxford, St. Ebbe's - N. 11			
157	Oxford, St. Giles' - N. 11	*110 0 0	167	71 13 8
158	Oxford, St. Mary Magdalene - N. 11	- - -	103	57 0 6
158	Oxford, St. Michael's - Ch.			
158	Oxford, St. Paul's - N. 11	213 0 8	260	115 11 8
158	Oxford, St. Peter's-in-the-East - Ch. 11	- - -	94	40 6 0
158	Oxford, St. Thomas-the-Martyr - N. 10	- - -	66	23 3 8
158	Oxford - W. 6	76 0 0	171	92 7 8
159	Piddington - N. 4	203 0 0	33	6 18 3
155	Pishill - - Ch. 4	- - -	30	11 8 4
161	Ramsden - N. 3	129 0 0	56	17 4 5
162	Rollright, Great - N. 2	155 15 0	59 15	8 4 10 1 17 6
155	Rotherfield (Grey's), Trinity, Infants - - N. 10	60 0 0	95	37 8 6
160	Sandford - N. 3	45 0 0	29	4 9 1
123	Sandford-on-Thames - N. 7	- - -	37	16 7 2
155	Shiplake - N. 5	- - -	44	15 5 1
162	Shipton-under-Wychwood N.	255 0 0		
125	Southstoke - N. 5	30 0 0		
162	Spelsbury - Ch. 6	- - -	53	10 13 1
160	Steeple Aston, Radcliffe's Ch. 3	- - -	60 13	21 7 0 4 12 6
160	Steeple Barton - - Ch. 6	- - -	92	18 12 11
160	Stonesfield - N. 3	- - -	68 32	33 14 5 7 11 8
159	Stratton-Audley - - N. 5	- - -	66 10	40 19 7 3 0 0
157	Summertown N. 11	86 0 0	56	27 16 0
155	Swyncombe, Industrial - Ch. 4	- - -	36	13 8 10
156	Sydenham (Wenman's) N.	50 0 0		
160	Tackley - N. 3	78 0 0	64	27 4 8
156	Tetsworth - N.	100 0 0		
162	Tew, Great, Endowed - 2	- - -	67	29 3 4
162	Tew, Little - N. " - "	*30 0 0 10 0 0		
156	Thame " - N. 10	*120 0 0 60 0 0	28	*a*
156	Thame-Royal B. 6	*150 0 0	88	46 11 6
125	Warborough N.	45 0 0		
163	Wardington N. 2	- - -	80	35 19 8
155	Watlington - N. 4	50 0 0	50	16 18 8
161	Westwell - N.	40 0 0		
	Westwell Union of Schools :—			
	Westwell -	- - -	23	4 12 11
	Burton Abbotts - -	- - -	20	2 11 5
	Holwell - -	- - -	23	*c*
157	Wheatley - N. 4	357 0 0	81 13	32 19 8 3 2 6
163	Wigginton - N.	164 0 0		
161	Witney - N. 1	*47 0 0	170	83 10 2
	" - "	699 0 0	20	5 5 0
161	Witney - W. 6	- - -	51	21 4 10
125	Woodcote - N.	*35 0 0		
160	Woodstock - N. 3	691 0 0	171	82 13 8
160	Woolvercote P. 11	- - -	78	37 2 6
163	Wroxton - Ch. 3			
	RUTLANDSHIRE.			
419	Ashwell - Ch.			
428	Bisbrooke - Ch. 4	- - -	40	25 0 0
419	Braunston - N.	40 0 0		
421	Clipsham - N.	111 2 0		
419	Cottesmore - N. 4	- - -	89 7	44 6 0 2 12 6
419	Empingham, Foster Charity - - N.			
419	Exton - - N. 4	- - -	95	51 2 3
419	Greetham - Ch 4	- - -	89	23 10 2
419	Hambleton - N. " - "	*30 0 0 25 0 0		
421	Ketton - N. 4	263 0 0	125	52 13 4
419	Langham - Ch. 4			
420	Luffenham, South - N. 4	76 0 0	48 8	21 1 2 1 0 0
419	Manton - N. 4	95 4 0	25	9 10 4
419	Oakham, Model - N. 4	589 15 0	277	142 10 0
421	Ryhall - - N.	*50 0 0		
420	Seaton - - N. 4	222 10 0	56	25 0 0
420	Uppingham N. 4	- - -	66	32 18 8
419	Whissendine N. 4	88 6 8		
420	Wing - - N. 4	84 0 0	76	38 4 4

a Grant refused under Article 52 *d*. *b* School pulled down. *c* Grant refused under Article 51 *a*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	SHROPSHIRE.	£ s. d.		£ s. d.
359	Acton Burnell N.	32 0 0		
364	Adderley - N. 12	- - -	46	25 11 10
359	Alberbury - Ch. 4	- - -	40	22 5 8
363B	Ash - - N.	88 0 0		
366	Aston - - N. 11	60 0 0	81	33 19 0
364	Aston-in-Woore - N.	45 0 0		
359	Battlefield and Uffington - N.			
357	Beckbury - N. 7	96 7 6	29	12 15 6
359	Berrington - N.	32 0 0		
353	Bishop's Castle - N. 6	76 13 4	116	47 11 7
359	Bomere Heath - N.	123 0 0		
356	Bridgnorth, Blue Coat - N.			
356	Bridgnorth, St. Mary's and St. Leonard's - N. 2	508 10 10	160	64 11 6
356	Bridgnorth, St. Mary's, Low Town - N. 2	334 18	92	44 0 6
353	Brockton - N.	105 0 0		
358	Broseley - N. 2	806 6 3	258	124 8 7
604	Bucknell - N.	168 10 0		
352	Cainham - N.	*47 0 0		
356	Chelmarsh - N. 2	80 0 0	38	17 12 6
366	Chetwynd - N. 11	180 10 0	68	2 2 3
354	Church Stretton - - Ch.	521 2 0	102	42 10 10
353	Clun - - N. 6	- - -	73	35 5 0
353	Clunbury - Ch. 11	257 10 0		
353	Clungunford N.	287 0 0		
358	Coalbrookdale, Girls and Infants - N. 6	- - -	131	59 18 2
358	Coalbrookdale Company's, Boys - - N. 6	- - -	102 79	55 4 0 25 17 6
362	Cockshutt - N.	274 0 0		
359	Cressage - N.	170 14 0		
358	Dawley - N. 6	208 0 0	65	17 8 0
358	Dawley Bank, N. and Infants 1	- - -	144 18	69 14 6 6 1 8
358	Dawley, Poole Hill (Coalbrookdale Company's) Ch. 6	- - -	386 25	173 7 7 12 12 5
352	Diddlebury N. 4	- - -	71 7	39 19 8 0 17 6
366	Donnington Wood - N. 11	- - -	171	79 12 6
364	Drayton, Little - N. 12	145 10 0	168	78 13 10
362	Duddlestone, Subscription.			
362	Duddlestone Heath - N. 5	- - -	74	24 18 4
356	Eardington - N. 2	185 0 0	51	17 10 5
359	Eaton Constantine - N. 7	42 0 0	39	19 14 6
362	Ellesmere - N. 5	- - -	80	31 18 10
365	Ercall, High N.	135 2 6		
361	Frankton, St. Andrew's - Ch.	64 0 0		
357	George's, St. Ch. 7	1,006 10 0	410 29	217 2 10 10 15 10
359	Harley - - Ch.	170 14 0		
362	Harmer Hill Ch. 4	- - -	31	17 13 8
364	Hinstock - N. 11	*60 0 0	90	39 11 8
	" - "	176 0 0		
364	Hodnet - N. 11	*80 0 0	87	20 19 7
608	Hope (in Worthen) - N. 4	70 0 0	43	20 12 6
354	Hope Bowdler N.	122 8 0		
353	Hopesay - P. 6	- - -	32	13 17 0
362	Hordley - N. 5	55 0 0	37	17 11 10
358	Ironbridge - Ch. 2	759 0 0	133	62 5 6
358	Ironbridge, Severnside N. *b*			
358	Jackfield - N. 5	160 0 0	77	38 16 6
357	Kemberton - N.	100 0 0		
365	Ketley - N. 7	- - -	127	61 9 2
355	Kinlet - - N. 7	87 14 8	29	10 5 11
361	Kinnerley - N. 4	345 0 0	73	35 0 4
365	Kinnersley - Ch. 11	- - -	15	4 19 5
360	Leaton - - P. 4	- - -	31	14 15 2
359	Leighton - N. 7	126 17 6	41	21 2 0
366	Lilleshall - N. 11	- - -	159 11	83 19 2 1 7 6
604	Llanvair Waterdine N.	127 0 0		
363A	Loppington - N.	75 10 0		
352	Ludlow - N. 11	900 0 0	188 308	60 16 6 163 9 8
358	Madeley - N. 3	*255 13 4	55	21 4 2
358	Madeley Wood, Lloyd's - P. 3	- - -	49	20 14 11
358	Madeley Wood - W. 2	357 0 0	168	62 10 6
361	Maesbury - N.	42 0 0		
358	Malin's Lee N. 1	- - -	135 18	102 3 0 6 0 0
364	Market-Drayton - N. 12	*170 0 0	210	110 16 0
	" - "	213 10 10		
361	" Martin's, St. (The Lodge) N. 5	127 5 0	37	11 14 8
360	Meole Brace N. 4	238 0 0	59	25 3 10
362	Middle - Ch. 4	- - -	95	41 0 6
356	Middleton - R.			
608	Middleton-in-Chirbury - N. 6	168 0 0	30	3 14 8
359	Minsterley - N. 4	- - -	40	*c*
361	Moreton - Ch. 5	- - -	58	30 4 5
356	Morville - N. 2	179 0 0	32	3 7 6
385	Nash - - N.	75 0 0		
355	Neen and Milson - N.	63 0 0		
353	Newcastle - Ch. 6	- - -	27	11 9 2
365	New Dale (Coalbrookdale Company's) - N. 6	- - -	70	14 13 8
366	Newport - N. 11	- - -	47	17 4 8
363A	Newtown - N.	93 0 0		
357	Norton (Stockton) - - 7	- - -	48	22 16 0
352	Onibury - N.	*80 0 0		

a Removed from inspection. *b* School closed. *c* Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
361	Oswestry - N. 7	300 0 0	251	110 1 3
			22	8 18 4
361	Oswestry - B. 11	*150 0 0	129	53 2 0
360	Oxon - - N. 4	155 6 8	23	9 7 6
359	Pontesbury Ch. 4	288 0 0	131	64 4 10
361	Porthywaen N.	*60 0 0		
363A	Prees - - N. 4	160 0 0	86	35 17 6
359	Preston, Gubbald's - N. 4	- - -	32	10 16 11
365	Preston-on-the-Wildmoors - N.	36 13 0		
361	Rhydycroesau - - N.	85 0 0		
365	Rodington - N. 6	132 0 0	53	25 1 6
357	Ryton - - N. 7	64 10 0	24	10 2 0
	Salop (South-east District) - - U.			
364	Sambrook - N. 11	211 0 0	62	30 16 4
361	Selattyn - Ch. 7	155 9 0	43	7 7 5
359	Sheinton - N.	70 0 0		
353	Shelve - - N.	45 0 0		
357	Shiffnal - N. 7	- - -	86	32 5 9
360	Shrewsbury B. 2	154 18 0	236	117 7 0
360	Shrewsbury, Coleham - N. 5	*120 0 0	202	98 7 6
	" " - "	333 17 8		
360	Shrewsbury, Holy Cross N. 5	180 0 0	109	50 19 10
360	Shrewsbury, St. Alkmond's - Ch. 5	180 0 0	94	58 14 4
360	Shrewsbury, St. Chad's - N. 5	*290 0 0	330	145 15 6
	" " - "	1,228 5 0		
360	Shrewsbury, St. Mary's and St. Michael's - N. 5	74 6 0	260	113 2 8
			39	10 5 10
360	Shrewsbury, St. Mary's - R. 4	- - -	82	22 17 11
			46	13 8 4
352	Stoke, St. Milborough's - N.	116 0 0		
352	Stokesay - P. 11	289 4 0	64	28 6 8
355	Stottesden - N.	*125 0 0		
357	Sutton Maddock - - N. 7	- - -	27	14 0 4
366	Tibberton - Ch. 11	- - -	69	27 18 0
363B	Tilstock - N.	*60 0 0		
361	Trefonen - Ch. 5	54 9 6	95	51 0 0
359	Upton Magna - - N. 7	277 0 0	55	24 4 0
365	Wellington - N. 7	757 1 8	225	104 15 2
365	Wellington, St. Patrick's R.			
365	Wellington - W. 2	403 0 0	161	74 0 8
362	Welsh Hampton - - N. 5	207 10 0	73	39 7 6
363A	Wem - - N. 4	150 0 0	152	66 18 4
363A	Wem - - B.	*200 0 0		
358	Wenlock, Much N. 2	217 14 6	105	56 4 0
359	Westbury - N. 4	204 13 4	69	14 9 2
363B	Whitchurch, Boys - - N. 5	49 0 0	92	45 1 0
363B	Whitchurch, Girls, Endowed - N. 5	- - -	72	*a*
363B	Whitchurch W. 3	226 0 0	134	65 4 8
361	Whittington N. 5	214 10 0	111	46 8 3
			10	1 13 7
363A	Whixall - N.	150 0 0		
354	Wistanstow N. 11	427 0 0	78	36 2 8
365	Wombridge, Oakengates N. 7	366 0 0	141	73 6 10
			16	4 18 4
364	Woore, St. Leonard's - N.	99 0 0		
356	Worfield, Endowed.			
608	Worthen - N. 4	93 0 0	77	37 15 0
365	Wrockwardine - N. 7	121 0 0	69	34 7 6
365	Wrockwardine Wood N. 11	- - -	112	53 10 4
	SOMERSETSHIRE.			
317	Aller - - N. 2	*35 0 0	41	19 6 10
319	Ash - - N.	50 0 0		
328	Ashton, Long P. 6	478 15 0	89	37 8 7
328	Backwell - N. 3	192 12 6	49	11 7 10
315	Bagborough, West - - P.	*40 0 0		
323	Baltonsburgh N. 1	- - -	32	16 4 6
324	Banwell - P. 3	265 2 6	100	35 4 0
			6	2 1 8
328	Barrow Gurney Ch. *b*			
317	Barton - Ch. 5	- - -	45	22 4 2
322	Batcombe - N. 6	- - -	59	27 3 10
326	Bath Abbey and St. James', Infant - N. 12	19 19 2	145	70 10 6
326	Bath and Bath Forum - - B. 7	460 0 0	160	61 11 10
326	Bath, Beacon Hill - - N. 11	- - -	57	25 19 4
326	Bath, Harley Street, Girls B. 3	- - -	61	29 6 10
326	Bath, Octagon Chapel - N. 12	- - -	52	25 6 8
326	Bath - - U.			
326	Bath - - R. 6	- - -	68	32 8 0
326	Bath, St. Michael's - N. 11	- - -	96	54 18 8
326	Bath, St. Saviour's - N. 10	173 12 8	188	106 13 2
326	Bath, Sutcliffe Industrial.			
326	Bath, Trim St. Chapel - B. 3	- - -	44	17 15 1
326	Bath, Trinity (Monmouth Place), Inft. 11	- - -	80	41 4 4
326	Bath, Walcot Chapel - W. 3	- - -	113	31 6 0
326	Bath, East Walcot, St. Swithin's, Girls and Infants - - 11	- - -	114	59 6 10

a Grant refused under Article 52 *d*.

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
326	Bath, Walcot, St. Swithin's, Guinea Lane N.	568 14 0	365	195 9 6 *a* 11 13 4
326	Bath, Walcot, Trinity - N.	*115 0 0	161	91 5 4
	" " - "	464 0 0	29	9 0 10
326	Bath, Weymouth House, N.	227 11 11	195	112 1 4
326	Bathampton N.	- - -	34	15 2 0
326	Batheaston - N.	984 0 0	114	59 19 10
			24	8 1 8
326	Bathwick - Ch.	- - -	127	72 1 11
326	Bathwick, Victoria, Infts. -	- - -	123	60 4 4
321	Beckington - P.	- - -	43	16 15 7
328	Bedminster, St. Luke's - N.	- - -	304	137 7 2
329	Bedminster and St. Paul's District - N.	*252 0 0	264	106 2 10
	" - "	105 9 4		
328	Bedminster - B.	623 0 0	342	161 13 8
321	Berkley - Ch.	- - -	29	14 14 10
324	Berrow - N.	70 0 0	27	13 17 10
324	Biddisham - N.	120 0 0	18	6 19 8
322	Binegar - N.	100 0 0		
315	Bishop's Hull N.	129 0 0	*b*	
326	Bishport - N.	348 6 9	62	41 0 3
			12	3 6 8
324	Blagden (Charterhouse) - Ch.	193 10 0		
324	Bleadon - N.	146 1 0		
314	Bradford - N.	68 6 0	58	35 14 2
313A	Brendon Hill Ch.	- - -	53	21 4 11
			13	4 17 6
324	Brent, East - N.	78 3 6		
324	Brent, South N.	260 0 0	34	14 10 0
320	Brewham - N.	333 0 0		
316	Bridgwater (Dr. Morgan's) N.	28 2 0	124	22 18 4
316	Bridgwater (Friarn Street), Infants -	- - -	125	60 15 2
316	Bridgwater, General - B.	*		
316	Bridgwater, Girls - - N.	43 10 0	53	20 2 11
316	Bridgwater, Infants - N.	136 15 0	87	41 7 4
316	Bridgwater, (West St.), N.	405 0 0	132	56 8 3
316	‡Bridgwater W.	*c*		
327	Brislington - N.	853 0 0	135	93 0 0
327	Brislington, Arno's Court Reformatory R.			
328	Bristol, Langdon Street - W.	- - -	143	67 2 8
329	Bristol, St. Mary Redcliffe - N.	1,326 0 0	370	173 10 6
			32	8 16 8
329	Bristol, St. Mary Redcliffe, Infts. N.	- - -	186	49 18 6
	SOMERSET—*cont.*	£ s. d.		£ s. d.
329	Bristol, Temple Church, Colston's -	541 17 6	143	56 4 0
329	Bristol, Temple Ch., Infants - Ch.	- - -	216	79 0 2
313A	Brompton-Ralph - N.			
313B	Brushford - N.	*22 0 0		
320	Bruton - N.	171 15 0	83	38 8 10
321	Buckland Denham - N.	102 0 0	69	38 18 6
324	Burnham - N.	200 0 0	61	29 13 8
324	Burrington, Mixed -	- - -	59	32 14 6
316	‡Burrowbridge Ch.			
323	Butleigh - N.	191 0 0	118	63 5 2
			17	5 14 2
325	Cameley - P.	123 1 3	103	51 15 10
325	Camerton, Mixed -	- - -	72	28 16 0
316	Cannington - N.	*140 0 0	119	57 5 4
			22	5 18 4
320	Castle Cary and Almsford - N.	214 5 0	61	32 8 8
			18	5 16 8
316	Catcott - N.	37 10 0	52	5 19 4
321	Chantry - N.	782 2 0	33	18 8 10
318	Chard - N.	24 0 0	130	79 7 1
327	Charlton, Queen - N.	178 0 0		
317	Charlton, West - N.	- - -	61	18 5 10
			36	12 5 6
324	‡Cheddar - N.			
315	Cheddon, Fitzpaine - N.	80 0 0		
325	Chew-Magna P.	30 14 8	72	38 12 6
325	Chewstoke - N.			
323	Chewton Mendip - - P.	200 0 0	95	40 8 6
			28	3 10 0
316	Chilton-upon-Polden, Sunday - -	*30 0 0		
319	Chinnock, West Ch.	- - -	43	10 14 5
324	Churchill - P.	25 16 8	38	16 5 6
325	Clandown - Ch.	- - -	85	46 7 2
313A	Clatworthy - Ch.			
313A	Cleeve (Old) N.	35 0 0	56	26 2 4
328	Cleeve, Trinity Ch.	207 0 0		
328	Clevedon - N.	*25 0 0	125	54 16 6
		657 0 0	24	6 10 0
325	Clutton " - B.	- - -	55	21 4 8
325	Clutton - N.	*44 0 0		
319	Coker, East - B.	- - -	159	73 5 2
			76	18 15 0
321	Coleford - N.	*60 0 0		
		134 14 4		*e*
321	Coleford " - W.			
326	Combe Down N.	35 10 0		
315	Combe Florey N.	30 0 0	24	16 8 5
			5	1 15 10
318	Combe, St. Nicholas' - N.	- - -	95	61 13 0

a Retiring pension. *b* School not examined in 1867. *c* School closed.
d Removed from inspection. *e* Grant refused under Art. 21 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
316	Combwich - N.	135 0 0		
324	Compton, Bishop - N.	50 0 0		
327	Compton, Dando - N. 2	226 0 0	36	21 15 0
325	Compton Martin - N.	55 0 0		
320	Compton Pauncefoot N. 3	- - -	60 15	27 6 3 5 4 2
324	Congresbury N. 3	- - -	44	6 3 3
315	Corfe - - P. 5	- - -	38	24 10 11
327	Corston - N.	74 0 0		
323	Coxley - - N.	60 0 0		
322	Cranmore, East and West - N. 3	13 9 0	36	14 17 6
318	Crewkerne - N. 2	250 0 0	111	59 18 6
315	Curry, North N. 2	240 8 4	79	38 5 10
313A	Cutcombe, Endowed - N.			
323	Dinder - Ch. 5	- - -	29	14 0 4
325	Downside, Ch. Ch. - N.	85 0 0		
319	Draycot - P. 5	- - -	19	*a*
323	Dulcote - N. 5	- - -	30	13 10 11
313B	Dulverton - N. 4	342 3 0	124	57 18 10
328	Dundry - N.	296 0 0		
326	Dunkerton - N.	80 0 0	20	3 1 5
313A	Dunster - Ch. 4	- - -	36	13 11 4
313A	Dunster - W. 11	159 12 0	58	24 3 0
316	Eastover, St. John's - N.	175 10 0		
313A	Elworthy - N.	*50 0 0		
322	Evercreech, Ch. Ch. - N. 6	675 9 0	153	78 10 1
313B	Exmoor - N.			
328	Failand - N.	*40 0 0		
	" "	23 15 6		
325	Farmborough P. 7	315 12 0	35	8 8 6
328	Flax Bourton N.			
258	Freshford - Ch.	104 15 0		
321	Frome, Ch. Ch. N.	181 0 0		
321	Frome, Milk Street - B. 2	37 10 0	133	44 17 4
321	Frome-Selwood N. 7	62 9 4	46	27 17 6
321	Frome-Selwood, Girls- N. 7	- - -	86	38 1 8
321	Frome, Trinity N. 7	166 19 8	120	51 11 4
321	Frome - - W. 2	- - -	108	47 18 2
323	Glastonbury, Boys and Girls - - N. 1	335 12 6	222	99 10 10
316	Gleinton - P.			
317	Hambridge - N.	100 0 0		
319	Hardington and Mandeville - N. 2	- - -	60	22 11 4
325	Harptree, East P 5	- - -	30	6 8 0
319	Haselbury Plucknett - N. 5	- - -	78	45 16 5
315	Hatch-Beauchamp - N.			
324	Highbridge - N. 4	116 0 0	53	15 1 6
317	High Ham - Ch. 2	250 15 0	65	24 10 2
318	Hinton, St. George - N. 5	287 0 0	61	22 16 10
323	Horrington, East - - Ch. 5	- - -	25	14 13 2
320	Horsington - N.	378 0 0		
313B	Huish-Champflower - N. 3		*b*	
316	Huntspill - N. 3	- - -	48	19 8 6
324	Hutton - Ch. 4	- - -	29	13 15 0
319	Ilchester - N.	*79 0 0		
318	Ilminster - N. 5	500 0 0	127	76 2 6
317	Keinton-Mandeville - N.	42 0 0		
323	Kenn - - N.	37 10 0		
327	Keynsham - P. 2	568 0 0	142	94 1 7
327	Keynsham - B. 3	- - -	96	49 0 6
321	Kilmersdon - Ch. 6	309 0 0	52	23 2 8
267	Kilmington N. 5	- - -	44	19 7 2
317	Kingsdon - N.	*52 0 0		
328	KingstonSeymour - - P.	223 0 0		
314	Langford Budville - N. 2	- - -	46	16 7 7
321	Leigh-on-Mendip, St. Giles - - N. 3	- - -	61 12	25 13 11 3 3 4
319	Limington - N.	*35 0 0		
325	Littleton, High N. 7	144 11 4	49	17 16 8
324	Locking - N. 4	116 0 0	18	8 16 10
313A	Longford - N.	310 0 0		
320	Lovington - Ch. *c*			
321	Lullington - B. 2	- - -	35	14 8 2
324	Lulsgate (Wrington), Mixed - N. 6	- - -	46	12 14 11
313A	Luxborough N.			
326	Lyncombe, St. Mark's - N. 10	285 0 0	345 38	165 15 8 11 18 4
324	Mark - - N. 4	123 6 8	50	12 5 5
321	Marston Bigott Ch. 7	- - -	50 14	29 7 10 4 6 8
319	Martock - N. 2	158 8 0	126 33	69 19 2 28 15 10
323	Meare - - N. 1	- - -	72	32 10 6
321	Mells - - Ch. 6	- - -	131 8	66 19 4 3 11 8
318	Merriott - N. 2	*66 0 0	109	58 8 10
316	Middlezoy - N.	133 0 0		
325	Midsomer, Norton - N. 7	165 15 5	154 24	46 11 2 4 7 7
320	Milborne Port - - N. 2	- - -	158	77 7 0
320	Milborne Port - - B. 4	- - -	65	22 2 6
314	Milverton - N. 2	- - -	184 16	83 8 7 4 13 4
313A	Monksilver - N.	76 0 0		
319	Montacute - N. 2	175 6 4	119 62	77 2 4 24 14 0
319	Mudford - N.	81 0 0		
328	Nailsea - P.			
228	Nailsea, Ch. Ch. - - N.	150 0 0		

a Grant refused under Article 52 *d*. *b* School closed for 1867. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
318A	Nettlecombe, Yard - N. 4	- - -	43	19 16 10
316	Northmoor Green - Ch. 2	26 6 0	*a*	
319	Norton - Ch. 2	- - -	55	33 9 8
321	Norton, St. Philip's Neilds - N.	40 0 0		
322	Oakhill - B. 2	- - -	50	28 4 8
325	Paulton - N. 7	185 12 8	169	72 6 10
325	Paulton - W. 2	- - -	76	36 17 5
322	Pennard, East N.	35 0 0		
323	Pennard, West Ch. 1	289 17 0	87	44 9 0
320	Penselwood N.	69 0 0		
316	Petherton, North - N. 2	*150 0 0	115	50 0 4
	" "	40 19 8	32	9 6 8
316	Petherton, North, Congregational B. 11	- - -	60	19 15 1
			10	2 11 8
319	Petherton, South, Boys and Girls - N. 2	- - -	127	50 2 0
328	Pill (Benevolent) - 3	655 0 0	230	160 1 5
328	Pill - - B. 3			
322	Pilton - N.	40 0 0		
315	Pitminster - N.	145 0 0		
328	Portishead - N. 5	228 15 0	77	34 9 4
276	Poyntington Village - 11	- - -	31	15 0 8
325	Publow - N. 7	- - -	62	30 10 10
316	Puriton, Charity - Ch.	184 10 0		
325	Radstock - N. 7	639 18 0	118	57 18 6
			31	5 14 2
276	Rimpton - N.	32 0 0		
321	Road - W. 2	- - -	74	32 11 7
314	Rockwell Green N. 5	12 0 0	101	59 8 1
			20	7 1 8
323	Rodney Stoke Ch. 5	- - -	13	2 1 8
315	Ruishton - N. 5	133 0 0	37	23 12 9
318	Seavington, St. Michael's N.	45 0 0		
318	Shepton Beauchamp - N. 5	*60 0 0	72	41 9 4
	" "	202 4 0		
322	Shepton Mallet N. 5	1,062 12 0	287	135 12 10
322	Shepton Mallet B. *c*			
324	Shipham - N. 3	*40 0 0	48	17 5 8
	" "	17 10 0		
317	Somerton Free 2	- - -	63	34 7 7
			43	13 17 6
317	Somerton Monkclefe - N. 2			
316	Spaxton - N. 3	- - -	73	39 16 0
			14	3 10 0
313A	Stogumber, Mixed - Ch. 4	16 0 0	94	51 0 6
313A	Stogursey - 3	- - -	99	47 3 6
315	Stoke, St. Gregory - Ch. 2	351 0 0	53	26 9 10
322	Stoke Lane, St. Michael's N. 5	- - -	85	49 11 10
			3	2 6 8
326	Stoke, South, Ch. 2	- - -	48	36 9 7
320	Stoke, Trister N.	22 0 0		
325	Stowey - Ch. 7	- - -	26	15 18 4
316	Stowey-Nether Ch. 3	114 0 0	86	41 6 10
			35	9 4 2
316	Stowey Over Ch. 3	- - -	81	45 0 6
			17	6 0 10
322	Stratton - N. 5	282 0 0	55	28 9 4
			4	1 6 8
323	Street and Walton - B. 2	*100 0 0	89	38 6 2
	" "	689 2 0		
325	Sutton Bishop N.	70 0 0		
317	Sutton, Long, Ch. 2	21 0 0	28	10 7 4
			20	9 0 0
315	Tangier (Taunton).			
315	Taunton - B. 11	*75 0 0	225	92 10 6
	" "	203 8 4		
315	Taunton, Central - N. 2	*185 0 0	311	141 16 6
	" "	103 0 0		
315	Taunton, Original Infant 11	27 0 0	71	33 9 9
315	Taunton - U.			
315	‡Taunton, St. George's - R.			
315	Taunton, St. James' - N. 5	- - -	81	47 3 8
315	Taunton, Trinity N. 2	- - -	131	62 5 8
320	Temple Combe N. 2	60 0 0	49	23 2 6
324	Theale - - N.	112 10 0		
315	Thorn Falcon N.			
328	Tickenham - N.	98 0 0		
313A	‡Timberscombe, Endowed - N.			
325	Timsbury - N. 7	95 0 0	128	63 10 10
			14	7 8 4
313A	‡Treborough N.			
326	Twerton - Ch. 11	636 6 0	140	82 2 2
321	Wanstrow - N. 3	72 0 0		
314	Wellington - N. 5	- - -	175	102 15 7
			109	53 2 8
314	Wellington - B. 11	- - -	49	13 5 10
			63	27 9 2
326	Wellow - N. 5	128 0 0	9	3 4 2
323	Wells, Blue Coat.			
323	Wells, Central 5	1,400 0 0	214	101 18 2
			20	5 0 0
323	Wells, East, St. Thomas' N.			
323	Westbury - N. 5	- - -	37	16 2 0
326	Weston (near Bath) - N. 11	266 0 0	242	130 12 6
324	Weston-super-Mare - - N. 4	320 0 0	256	114 10 10
324	Weston-super-Mare - - B. 3	169 13 4	102	48 3 0
324	Weston-super-Mare Ch. Ch. N. 4	- - -	136	60 18 0

a School not inspected in 1867. *b* Merged into Pill Benevolent School. *c* School closed.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
324	Weston-super-Mare, Emmanuel, Infants - - N. 4	- - -	150	68 4 0
316	Weston Zoyland - - N. 3	66 4 0		
326	Widcombe (Bath) - N. 10	171 5 4	261	130 19 8
326	Widcombe, (Girls and Infants) - P. 10	- - -	137	69 1 0
320	Wincanton - N. 3	*130 0 0	49	17 15 8
	" - "	29 10 0		
328	Winford - N.	96 0 0		
324	Winscombe - B.	*50 0 0		
318	Winsham - N. 5	- - -	85	55 3 1
			15	3 17 6
314	Wiveliscombe N. 5	176 0 0	106	61 13 6
324	Woodborough B. 4	- - -	21	7 8 8
323	Wookey - N. 5	238 14 0	101	45 5 0
313A	Wootton-Courtney - - Ch. 4	- - -	55	7 16 3
323	Wootton, North N.			
324	Worle - - N. 3	187 6 0	94	40 4 7
328	Wraxall, Trinity N. 5	- - -	68	22 8 2
324	Wrington - N. 6	*35 0 0	95	50 10 3
	" - "	706 0 0		
321	Writhlington N.	30 0 0		
328	Yatton - N.	*72 0 0		
	" - "	109 15 0		
328	Yatton - - B. 12	- - -	56	26 8 6
319	Yeovil, St. John's (Boys, Girls, and Infants) - Ch. 1	268 8 8	305	186 19 2
319	Yeovil, Hendford Trinity Ch. 1	447 5 0	175	94 12 8
	STAFFORDSHIRE.			
374	Abbot's Bromley - - N.	90 0 0		
378	Acton, Trussell and Bednall - N. 3	353 0 0	42	18 18 10
366	Adbaston - N.	61 0 0		
380	Aldridge, (Girls and Infants) N. 1	- - -	90	40 7 8
377	Alrewas - N. 11	460 0 0	131	48 11 6
373	Alton - - N. 9	116 10 0	43	21 4 2
373	Alton, St. John's - R. 10	- - -	85	41 4 10
383	Amblecote - N. 5	656 0 0	219	98 3 6
			44	15 13 4
383	Amblecote (Dennis' Park) N.	206 0 0		
384	Arley - - N. 5	404 0 0	68	32 4 10
			18	6 0 0
364	Ashley - - N. 12	400 0 0	54	20 3 8

a School closed.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
368	Aston-in-Stone, St. Michael's - R.			
368	Aston, St. Saviour's - N. 10	80 0 0	55	36 0 2
369	Audley, Mixed N.	313 10 0		
369	Audley, Village, Girls' N. 10	*130 0 0	99	45 9 6
	" "	135 7 6		
369	Audley - W. 12	- - -	181	82 7 2
380	Barr, Great N. 1	570 0 0	42	24 14 6
367	Berkswich - N. 12	*50 0 0	38	15 2 5
369	Betley - - N. 10	256 0 0	135	62 11 8
457	Biddulph Moor N. 5	155 6 8	82	40 16 2
379	Bilston - B. *a*	*150 0 0		
379	Bilston, St. Joseph's - R.			
379	Bilston, St. Leonard's - N. 12	1,480 10 0	239	115 13 4
			18	4 6 8
379	Bilston, St. Leonard's, Wolverhampton St., Infts. - 12	- - -	33	12 6 6
379	Bilston, St. Luke's N 12	175 10 0	78	31 9 4
379	Bilston, St. Mary's - N. 12	655 4 0	226	102 2 0
379	Bilston - W. 3	- - -	109	49 1 5
378	Bishop's Wood N. 3	273 0 0	35	8 5 2
380	Blakenall - N. 1	395 12 6	99	48 17 4
380	Blakenall Heath - N.	230 0 0		
447	Blore and Swinscoe - N. 9	112 15 0	20	10 13 10
380	Bloxwich - N. 1	1,002 16 0	306	143 7 10
			24	6 8 4
357	Blymhill - P. 11	416 0 0	47	22 10 2
379	Bradley, St. Martin's - N. 12	- - -	250	80 18 2
374	Bramshall Ch.			
377	Brereton - N. 12	125 0 0	84	*b*
378	Brewood - N. 3	652 0 0	122	63 17 2
378	Brewood, St. Mary's - R. 9	- - -	69	27 18 0
			11	3 9 2
383	Brierley Hill N. 1	*270 0 0	212	82 4 2
	" "	150 0 0		
383	Brierley Hill W. 4	- - -	200	67 15 11
370	Brindley Ford W. 11	- - -	66	25 18 7
383	Brockmoor - N. 1	300 0 0	103	47 6 6
			9	3 0 10
381	Bromwich, West, All Saints' - N 2	67 0 0	263	130 2 8
			23	8 7 6
381	Bromwich, West, Ch. Ch. N. 2	665 14 0	288	123 1 7
			33	10 17 6
381	Bromwich, West, Ebenezer Independent - -	100 0 0		
381	Bromwich, West, Gold's Hill, Ironworks - Ch. 2	- - -	366	179 5 0
			90	30 11 8

b No grant claimed.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
381	Bromwich, West, Hill Top - - W. 4	- - -	229	110 5 2
381	‡Bromwich, West - - R.			
381	Bromwich, West, St. James', Hill Top - - N. 2	400 0 0	290	143 12 8
381	Bromwich, West, St. Peter's - N. 2	427 10 0	239 54	107 5 6 17 8 4
381	Bromwich, West, Summit - - B. 4	- - -	233	126 3 2
381	Bromwich, West, Holy Trinity - N. 2	297 10 0	207	95 0 8
381	Bromwich, West - - W. 4	1,300 0 0	441	246 1 2
372	Brown Edge N.	131 11 0		
370	Burslem, St. John's - N. 3	42 16 8	352 18	172 5 10 6 10 0
370	Burslem, St. Paul's, Dale Hall - - N. 3	*150 0 0 145 13 0	234 32	75 5 10 8 6 8
370	Burslem, St. Paul's(Sytch)N.3	134 10 0	63	24 12 8
370	Burslem - W. 11	441 0 0	497	213 13 2
375	Burton-on-Trent (Anderstaff Lane), Mixed N. 11	100 0 0	88	47 12 0
375	Burton-on-Trent - B.	264 3 4		
375	Burton-on-Trent,Ch.Ch.N.11	971 0 0	530 54	253 2 2 12 15 0
375	Burton-on-Trent, Trinity, Boys, Girls, and Infants - N. 11	504 4 0	342	163 18 6
378	Bushbury - N. 3	- - -	86	41 15 0
377	Cannock Chase Colliery - 11	- - -	169	89 12 0
378	Cannock, Endowed - N. 3	- - -	90	45 5 2
378	Cannock, Infant - - Ch. 3	- - -	58	30 15 4
382	Capponfield Ironworks Ch. 10	- - -	100 17	43 16 6 4 2 6
367	Castletown, St. Thomas Ch. 12	- - -	112	48 11 7
373	Cauldon, Low N. 9	100 0 0	45	21 11 6
373	Caverswall - N. 6	215 15 0	73	32 0 10
373	Cheadle - N. 6	615 14 8	259 23	126 1 8 6 7 6
373	Cheadle, St. Giles' - R. 10	- - -	184	98 13 4
373	Cheadle, St. Wilfred's - R.			
363	Chebsey - N. 10	- - -	49	14 7 0
373	Cheddleton - N. 9	221 4 6	82	47 0 0
378	Cheslyn Hay B.	*100 0 0		
370	Chesterton - N. 4	834 0 0	256 75	106 12 8 19 5 10
370	Chesterton - N.	*130 0 0 20 0 0		
369	Choriton " - N.	68 0 0		
378	Church Eaton Ch.	181 0 0		
376	Clifton Campville - - N. 11	- - -	48	17 7 6
370	Cobridge - N. 4	- - -	128	43 17 8
370	Cobridge, St. Peter's - R. 10	- - -	122	57 2 4
379	Codsall - - N. 11	230 0 0	114	52 16 8
377	Colton - Ch. 12	- - -	44	*a*
382	Corngreave's New British Iron Company's - 5	- - -	274 43	118 3 4 14 10 10
382	Coseley, Ch. Ch. - - N. 10	193 0 0	245	123 4 1
382	Coseley (Darkhouse Chapel) - B. 3	*150 0 0		
382	Coseley (Prince's End) - - N. *b*	318 0 0		
382	Coseley, West N. 10	252 0 0	206	95 14 8
378	Coven - Ch. 3	274 0 0	61	25 15 6
368	Cranberry Abbey (Cote's Heath) - N.	*25 0 0		
373	Creswell, St. Mary's - R. 10	- - -	44	21 18 0
368	Croxton - N. 2	163 0 0	43	5 18 10
380	Darlaston - B.	*300 0 0		
380	Darlaston (Old Church) - N. 3	- - -	142	*c*
380	Darlaston Green, St. George's - N. 3	373 10 0	174	76 8 6
380	Darlaston - W. 4	- - -	106	29 15 8
373	Denstone - Ch. 9	- - -	49	18 18 11
373	‡Dilhorne, Endowed Free N.			
374	Draycott-in-Hanbury - N. 11	95 0 0	72	40 6 6
373	Draycott-le-Moors - N. 6	271 0 0	42	18 13 10
368	Dresden - Ch. 10	- - -	75	37 16 0
368	Eccleshall - N. 2	279 3 9	149	78 3 6
368	Eccleshall, Offley Hay N.	147 2 6		
371	Edensor, Mixed 3	- - -	41	6 5 5
447	Ellastone - N. 9	422 0 0	125 78	51 10 4 41 10 4
379	Enville - P. 5	- - -	19	6 17 6
378	Essington - N. 3	115 3 6	79	33 19 4
371	Etruria -	245 0 0		
371	Etruria - B. 11	- - -	120 24	63 6 8 5 13 4
371	Etruria, Unsectarian - - 11	- - -	129 9	55 7 0 2 12 6
382	Ettingshall - N. 12	223 2 11	172 61	91 16 0 21 9 2
379	Ettingshall - W. 3	200 0 0	73	24 4 8
379	Ettingshall, Infant - W. 3	- - -	75	37 2 2
376	Fazeley - Ch. 11	310 10 0	164	54 8 11
371	Fenton - N. 3	- - -	262 153	140 18 2 30 6 8

a Grant refused under Article 52 *d*. *b* School closed. *c* Grant refused under Article 51 *a*.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
371	Fenton, China Street - N. 3	- - -	57	18 2 6
367	Forebridge - N. 12	170 0 0	100	31 5 4
373	Forsbrook - N. 5	185 0 0	38	18 10 6
367	Fradswell - N. 6	- - -	16	9 0 4
373	Freehay, *St.* Chad's - N. 6	355 1 2	75	37 12 10
457	Gillonshaw Brook - W. 5	- - -	110	68 14 5
370	Goldenhill - N. 3	204 15 4	114	40 18 4
382	Gornal - - B.	*150 0 0		
382	Gornal, Lower N.	300 0 0		
382	Gornal, Upper N. 7	218 0 0	74	36 13 4
369	Halmer End N. 10	125 16 8	85	41 16 10
377	Hamstall-Ridware - - N. 12	- - -	48	18 7 2
375	Hanbury - N. 11	150 0 0	75	26 5 0
381	Handsworth N. 3	- - -	127	62 5 4
			9	2 15 10
381	Handsworth Island Cottage Industrial Home.			
381	Handsworth, St. James' - N. 3	65 0 0	94	63 16 11
381	Handsworth, St. Michael's N. 3	236 0 0	181	90 2 2
			14	4 6 8
368	Hanford - N. 10	- - -	122	51 6 10
371	Hanley - N. 4	- - -	274	125 11 4
			82	11 11 8
371	Hanley, Bethesda - - B. 11	- - -	213	100 14 2
371	Hanley - R. 10	- - -	213	104 15 2
			43	12 12 6
371	Hanley - W. 11	- - -	242	127 6 0
393	Harborne, Endowed - N. 3	*140 0 0	126	35 10 6
	" " "	86 10 0		
393	Harborne Heath, St. John's - Ch. 3	366 5 0	117	66 3 10
393	Harborne - B. 6	- - -	128	57 6 4
370	Harriseahead W. 11	- - -	81	35 16 0
371	Hartshill - N. 4	- - -	152	67 0 2
367	Haywood, St. John the Baptist - R. 9	270 0 0	24	14 15 4
378	Hednesford Ch. 3	202 2 6	60	22 0 6
366	High Offley, St. Mary's - N.	208 0 0		
368	Hilderstone N.			
367	Hixon, St. Peter's - N. 6	194 8 0	69	34 7 0
373	Hollington - N. 6	- - -	30	11 18 2
371	Hope, Trinity N.			
375	Horninglow - N.	40 0 0		
372	Horton Lee - N. 6	100 0 0	24	11 3 8
367	Hyde Lea, Infant - N. 3	204 0 0	26	12 12 4
373	Ipstones, Agricultural - Ch. 9	302 2 0	113	43 10 9
369	Keele - - Ch. 10	- - -	83	37 14 10
370	Kidsgrove - N. 5	- - -	425	227 16 6
			56	18 1 8
370	Kidsgrove - W. 9	- - -	90	37 1 4
377	Kings Bromley, Infants' N.	30 0 0		
377	Kings Bromley - P. 11	- - -	62	29 13 2
381	Kingshill - Ch. 4	- - -	106	46 4 2
373	Kingsley, Infants' - Ch. 9	- - -	89	30 5 8
383	Kingswinford, Glynne - N. 6	177 10 0	71	47 17 1
383	Kingswinford (Oak Farm Ironworks) N.	800 0 0		
383	Kingswinford, St. Mary's - N. 6	340 0 0	180	78 14 0
			30	11 13 4
379	Kinver - N. 5	*55 0 0	160	67 18 0
	" "	233 15 0	12	4 11 8
366	Knightley - N.	129 6 8		
457	Knypersley Ch. 5	- - -	133	62 11 0
378	Lapley and Wheaton Aston - - N. 3	324 0 0	65	29 17 0
380	Leasowe (Shaw's) - N.			
372	Leek, Brunswick, Infants' - - W. 5	- - -	80	39 18 7
372	Leek, Compton, Infants' - - 9	- - -	93	35 15 6
372	Leek, Old Church - N. 9	*350 0 0	194	87 16 8
	" " "	85 0 0	25	7 10 10
372	Leek, St. Luke's - N. 9	243 0 0	196	89 4 0
372	Leek (West Street) - W. 5	- - -	119	64 2 4
374	Leigh, Endowed Free *a*	311 0 0		
374	Leigh - - N. 6	- - -	87	27 2 2
377	Lichfield, St. Mary's - N. 11	213 15 0	153	75 0 2
377	Lichfield, St. Michael's - Ch.	192 12 0		
377	Longdon - N. 3	116 14 0	48	1 0 0
371	Longton - N. 3	*125 0 0	281	80 7 7
			27	9 4 2
371	Longton, St. Gregory's - R. 10	- - -	189	104 1 6
			20	5 18 4
371	Longton - W. 11	- - -	128	29 6 7
369	Madeley, Endowed - N. 10	- - -	106	19 10 6
380	Maryvale, Industrial - R.			
447	Mayfield - N. 9	335 4 0	85	37 1 6
368	Milwich - N. 10	- - -	30	15 7 4
368	Moddershall N.	105 0 0		
366	Moreton (in Gnosall) - N. 2	84 0 0	53	27 16 0
370	Mowcop - N. 5	157 10 0	99	50 17 8
381	Moxley - N. 4	*200 0 0	184	98 14 6
	" "	60 0		

a Incorporated with Leigh N.S.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
369	Newcastle-under-Lyne N. 9	*75 0 0 90 16 8	370	170 10 6
369	Newcastle-under-Lyne, B. 12	*350 0 0 67 16 7	101	32 6 10
369	Newcastle-under-Lyne, St. George's N. 9	693 0 0	257	121 0 6
369	Newcastle-under-Lyne, St. Patrick's R. 9	- - -	183 51	60 19 2 10 14 7
370	Newchapel - N.	152 0 0		
366	Norbury - N. 11	52 6 8	18	2 16 10
368	Normacot - N. 10	- - -	72	33 18 2
371	Northwood - N. 5	646 10 0	246 12	117 4 6 4 0 0
378	Northwood Canes - N. 3	153 10 0	87	20 5 0
372	Norton-in-the-Moors - N. 5	109 17 0	163	13 2 8
373	Oakamoor - N.	196 0 0		
382	Ocker Hill - N. 10	615 0 0	248	131 5 0
377	Ogley Hay, St. James' - N. 11	598 18 0	147	65 1 2
368	Oulton - N.	142 0 0		
380	Pelsall - N. 3	152 0 0	102	7 2 7
380	Pelsall - B.	*100 0 0		
380	Pelsall - W. 3	- - -	124	47 11 0
371	Penkhull - N. 4	385 10 10	176 26	74 3 1 5 18 4
378	Penkridge - N. 3	- - -	190	85 6 4
379	Penn, St. Philip - N. 11	- - -	66	33 15 10
383	Pensnett, Boys and Girls - N. 1	735 0 0	235 10	105 19 4 2 15 0
383	Pensnett, Infants - - N.	70 1 6	124	64 2 6
383	Pensnett - B. 4	- - -	18	6 7 6
380	Pleck and Bescott - N. 2	396 4 4	190	76 17 3
383	Quarry Bank N. 7	302 0 0	75 23	30 15 7 8 2 6
374	Rocester - N. 9	122 0 0	83	42 17 4
375	Rollestone - Ch. 11	- - -	61	36 11 6
367	Ronton - N. 2	37 6 8	25	12 12 10
382	Rowley Regis N. 7	218 0 0	188 14	95 8 2 4 3 4
377	Rugeley, Prince of Wales' - N. 3	274 15 0	196	*a*
377	Rugeley, St. Etheldreda's R.			
377	Rugeley - W. *a*			
380	Rushall - N. 3	160 0 0	64	26 7 6
368	Sandon - N. 10	- - -	41	21 19 6
382	Sedgley (Catchem's Corner) - N.	*175 0 0		
382	Sedgley (Straits and Can Lane) N.	*130 0 0		
371	Shelton, Ashley St. 5	- - -	64	35 18 6
371	Shelton, Granville - - N. 4	- - -	289 49	139 16 8 13 10 10
371	Shelton, St. Mark's - N. 5	*195 0 0 105 0 0	290	101 11 3
377	Shenstone - N. 11	*97 0 0	59	31 16 8
	" "	445 0 0	9	2 9 2
357	Sheriff Hales, Duke of Sutherland's 11	- - -	69	35 12 6
379	Short Heath (Willenhall) W. 3	- - -	66	29 2 8
370	Silverdale - N. 4	507 15 9	318	142 0 9
	" "		16	4 0 0
393	Smethwick - N. 3	282 0 0	253 37	138 1 6 9 16 8
393	Smethwick (Chance's) - N. 3	- - -	445 68	219 10 8 28 1 8
393	Smethwick, Old Church Ch. 3	- - -	60	29 5 2
393	Smethwick - R.	220 0 0		
393	Smethwick, St. Matthew's - N. 3	808 19 0	304 28	158 8 4 9 3 4
393	Smethwick - W. 3	300 0 0	106	46 7 0
370	Sneyd - N.	342 10 0		
367	Stafford - B. 4	*150 0 0	206	99 4 0
367	Stafford, Ch. Ch. - - N. 12	- - -	153	71 3 4
367	Stafford, St. Augustine's R. 9	- - -	123	71 12 4
367	Stafford, St. Mary's - N. 12	989 0 0	304	145 8 4
371	Stoke-upon-Trent - N. 5	- - -	333 51	186 4 4 22 10 0
371	Stoke-upon-Trent, Boothen Branch - 5	- - -	89 16	43 0 0 4 11 8
371	Stoke-upon-Trent, Cliffe Vale, Infant 5	- - -	121	53 10 10
371	Stoke-upon-Trent, Mount Pleasant Branch - 5	- - -	107 10	50 3 0 3 19 2
368	Stone, Ch. Ch. N. 10	412 0 0	257	113 10 0
368	Stone - P. 10	791 0 0	99	43 12 2
368	Stone, St. Ann's - R.			
377	Stowe, Lichfield, Endowed - Ch.	40 0 0		
375	‡Stretton - N.			
379	Swindon - N. 5	- - -	52	8 1 4
368	Swynnerton Ch.			
369	Talk-o'-the-Hill - - N. 9	*130 0 0	132	60 7 4
	" "	56 6 0		
369	Talk-o'-the-Hill, (Butt Lane) - N. 9	230 10 6	81 18	40 7 4 6 8 4
369	Talk-o'-the-Hill, New Road - W. 9	- - -	89	29 8 4
376	Tamworth - N. 11	206 10 4	345	174 9 8
376	Tamworth (Glascote) Mixed - N. 11	291 12 0	79	35 5 4

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
376	Tamworth (Sir R. Peel's), 11	- - -	64	38 8 0
373	Tean - - B. 11	- - -	125	73 1 4
379	Tettenhall - N. 10	191 7 2	38	10 16 8
379	Tettenhall, Infants - N. *a*		261	123 19 4
381	Tipton, Great Bridge - W. 3	1,048 0 0	237	106 16 8
382	Tipton, St. John's - N. 10	- - -	112	61 6 8
382	Tipton, St. Martin's - N. 10	794 0 0	234	122 14 0
382	Tipton, St. Paul's, Mixed - N. 10	- - -	32	9 5 0
382	Tipton, St. Paul's - Ch. *b*		114	58 10 4
382	Tipton, St. Paul's, Infants - N. 10	- - -	101	48 11 6
382	Tipton - W. 3	- - -	328	147 11 8
368	Tittensor - N. 1	- - -	46	19 14 0
367	Tixall - - Ch. 6	- - -	41	10 14 7
371	Trent Vale - N. 4	125 0 0	81	43 7 2
379	Trysull, Endowed - 5	- - -	46	14 10 0
370	Tunstall - N. 5	*300 0 0	297	125 1 4
	" "	70 0 0	22	7 8 4
370	Tunstall, St. Mary's - N. 5	281 10 3	175	64 18 11
370	Tunstall W. 11	- - -	294	157 4 0
375	Tutbury, (Wakefield Charity) Endowed, Boys (Free) - Ch. 11	142 0 0	83	51 0 2
			81	24 4 11
375	Tutbury, Girls - - Ch. 11	- - -	148	82 0 6
374	Uttoxeter, St. Mary's - N. 9	258 12 0	195	67 12 4
			26	6 6 8
374	Uttoxeter - W. 11	- - -	79	36 16 10
377	Wall - - N. 11	153 10 0	36	6 17 7
380	Walsall, Blue Coat (Boys and Girls - N. 3	1,760 0 0		
380	Walsall, St. Matthew's, Infants' - N. 3	173 0 0	584	280 2 6
380	Walsall, St. Mary's - R. 9	- - -	144	79 17 10
			28	14 11 8
380	Walsall, St. Patrick's - R. 9	- - -	269	139 9 3
			17	5 3 6
380	Walsall, St. Peter's (Birchills) N. 1	344 0 0	128	68 15 2
			19	5 19 2
380	Walsall, St. Peter's (John St.) - N. 1	34 10 8	245	116 2 6
380	Walsall, St. Peter's, Infants - - N. 1	81 0 0	36	13 8 4
380	Walsall - W. 3	1,305 5 0	249	86 1 10
380	Walsall Wood N. 3	515 0 0	94	35 1 5
			16	1 13 4
	STAFFORD—*cont.*	£ s. d.		£ s. d.
378	Water-Eaton Ch. 3	- - -	43	7 5 1
381	Wednesbury B. 4	- - -	145	72 5 10
381	Wednesbury, Holyhead Road, Inft. W. 4	- - -	110	57 18 2
381	Wednesbury, St. Bartholomew's - N. 4	243 0 0	283	147 8 2
381	Wednesbury, St. James' - N. 4	947 0 0	355	170 6 8
381	Wednesbury, St. John's - N. 4	652 5 0	325	165 1 6
			33	11 5 10
381	Wednesbury W. 4	- - -	212	97 19 0
379	Wednesfield N. 10	819 0 0	153	82 5 10
			19	6 5 10
379	Wednesfield B.	*75 0 0		
379	Wednesfield Heath - N. 10	670 0 0	106	56 10 6
379	Wednesfield Heath - W. 1	295 5 0	134	72 2 8
371	Wellington (Hanley) - N. 5	180 3 9	157	76 8 2
371	Wellington (Hanley) Eastwood Vale Branch 5	- - -	99	6 17 6
373	Wetley Rocks N. 9	120 0 0	58	26 9 8
377	Whittington Ch.	105 10 0		
376	Wigginton N. 3	- - -	48	24 12 8
379	Willenhall, Little London - - B.	150 0 0		
379	Willenhall, Primitive Methodist -	*125 0 0		
379	Willenhall, St. Ann's - N. 10	557 0 0	136	67 7 2
			22	4 15 0
	" "			
379	Willenhall, St. Giles' - N. 10	351 0 0	75	35 4 0
379	Willenhall, Holy Trinity - - N. 10	535 0 0	71	17 16 0
379	Willenhall - W. 3	- - -	99	34 9 5
375	Winshill, Holy Trinity - N.	60 0 0		
370	Wolstanton - N. 4	201 15 0	173	79 5 6
			36	10 3 4
379	Wolverhampton, Blue Coat - - Ch.	39 0 0		
379	Wolverhampton, Chillington Co.'s - N. 11	- - -	196	98 5 0
379	Wolverhampton, Ragged -	462 15 0		
379	Wolverhampton, St. George's - N. 11	577 12 6	172	83 7 11
			29	11 0 10
379	Wolverhampton, St. George's Branch - N.	255 0 0		
379	Wolverhampton, St. James' - N. 11	363 15 0	284	125 2 0
			32	6 18 4

a Amalgamated with Nat. Sch.

b School not existing.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
379	Wolverhampton, Causeway Lake - 11	- - -	85	36 2 6
379	Wolverhampton, St. John's - N. 10	*260 0 0	272	97 8 0
	" " "	283 2 6	29	6 15 10
379	Wolverhampton, St. John's (Steelhouse Lane), Infant - 10	- - -	78	28 8 0
379	Wolverhampton, St. Luke's (Blakenhall, New) Ch. 11	- - -	264 22	133 7 10 4 5 7
379	Wolverhampton, St. Mark's - N. 11	325 0 0	207	63 10 8
379	Wolverhampton, St. Mary's - N. 11	401 0 0	219	96 1 10
379	Wolverhampton (Snow Hill), St. Mary's, Boys - R. 9	- - -	89	44 18 0
379	Wolverhampton, St, Mary's, Girls and Infants R. 9	- - -	141	48 1 6
379	Wolverhampton, St. Matthew's N. 11	200 0 0	209 14	111 0 10 5 6 8
379	Wolverhampton, St. Patrick's and St. George's, Girls - - R. 9	160 0 0	310	151 12 8
379	Wolverhampton, St. Paul's - N. 11	451 0 6	301 22	166 8 4 5 11 8
379	Wolverhampton, St. Peter's, Collegiate - N. 11	703 5 0	408 71	211 1 0 27 0 10
379	Wolverhampton, St. Peter's and St. Paul's, Boys - - R.			
379	Wolverhampton, St. Peter's, Whitmore Rean's N. 11	320 0 0	120	56 19 4
379	Wolverhampton, Snow Hill, Congregational 3	*500 0 0	183	77 10 3
379	Wolverhampton - - W. 3	1,095 0 0	263	139 14 6
379	Wombourn - N. 5	686 14 0	83 4	37 14 4 0 10 0
379	Wombourn Swindon - Ch.	187 1 3		

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
360	Woodlane - Ch. 10	- - -	71	23 5 4
383	Wordsley - N. 6	258 0 0	176 7	111 11 4 0 17 6
378	Wyrley, Great N. 3	- - -	79	36 14 8
377	Yoxall - - N.			
	SUFFOLK.			
212	Acton - - P. 4	- - -	49 8	21 11 0 3 1 8
224	Aldeburgh - N. 10	- - -	200	103 16 10
223	Alderton - N. 10	225 0 0	70	34 8 10
225	Aldringham N.	40 0 0		
212	Alpheton - N.	48 0 0		
212	Assington - Ch. 3	- - -	54	19 1 8
218	Bacton - Ch. 3	- - -	38 11	18 18 4 2 16 8
249	Barnham, St. Gregory - N. 3	- - -	57 18	30 2 4 4 3 4
249	Barningham Ch.	120 13 4		
214	Barrow - N.	114 0 0		
223	Bawdsey - N.	105 15 0		
220	Baylham - N. 11	210 10 0	19 10	7 10 8 3 8 4
226	Beccles - N. 2	*125 0 0	113	79 14 0
226	Beccles - B. 4	" 35 0 0 *150 0 0 " 39 0 0	105	34 19 3
219	Bedfield - N.	132 0 0		
227	Belton - N. 2	282 3 0	74	38 8 4
224	Benhall. - N. 10	- - -	82	22 5 8
221	Bentley - N. 12	295 4 0	50	28 8 4
213	Bildeston - Ch. 4	244 6 11	66 19	51 0 3 7 7 6
224	Blaxhall - N. 7	- - -	66	16 2 3
227	Blundeston - N. 1	66 10 0	81	39 6 2
213	Boxford - N. 3	111 6 0	114 23	33 19 7 8 12 6
213	Boxford - B.			
227	Bradwell - N. 2	90 0 0	34	16 18 10
220	Bramford - N. 6	353 16 0	118	36 11 11
249	Brandon - N. 3	53 0 0	73	30 0 6
221	Brantham - P. 5	122 0 0	42	25 2 4
223	Bredfield - N.	80 0 0		
218	Brome and Oakley - N. 11	- - -	53	26 1 6
223	Bromeswell - N.	50 0 0		
223	Bucklesham N.	67 10 0		
226	Bungay - N. 2	*181 7 0 " 44 5 0	168 26	125 9 7 9 13 4
226	Bungay - B. 4	*150 0 0	83	45 1 6
212	Bures - N. 4	*58 0 0 342 10 0	155 25	85 13 10 9 17 6
212	Bures, St. Mary - B. 10	- - -	41	19 4 6
227	Burgh Castle N. 2	205 0 0	46	18 5 0
215	Bury St. Edmund's, St. James' - N. 5	500 0 0	302	168 9 4
215	Bury St. Edmund's, St. John's Infant - - N. 5	- - -	127	75 11 10
215	Bury St. Edmund's, St. Mary's - P. 5	- - -	90	51 17 7

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	SUFFOLK—*cont.*			
215	Bury St. Edmund's, St. Mary's, Infants' - *a*			
224	Butley - - N.	80 0 0		
224	Campsea Ashe Ch. 7	- - -	30	7 2 9
221	Capel, St. Mary's - N.	225 0 0		
227	Carlton Colville - - N. 1	60 0 0	80	40 18 0
212	Cavendish - N. 3	213 6 0	75	35 6 0
221	Chelmondiston N. 11	280 0 0	106 20	51 19 0 4 18 4
214	Chevington - N.	144 0 0		
211	Clare - - Ch. 4	422 0 0	94	50 2 4
213	Cockfield - N. 4	229 4 0	68	33 6 8
224	Coddenham Endowed - -	111 0 0		
221	Copdock and Washbrook N.	50 0 0		
224	Cransford - N.	97 4 0		
225	Cratfield - Ch. 10	- - -	42	11 14 10
223	Dallinghoe and Charsfield - N. 11	146 0 0	52	25 8 6
223	Debach - N.	113 0 0		
220	Debenham - N. 11	*70 0 0	69	34 4 6
217	Drinkstone - N.	220 0 0		
217	Elmswell - N. 3	- - -	38 10	17 3 7 3 10 0
221	Erwarton - N.	*27 0 0		
218	Eye - - N. 7	250 0 0	96 39	38 9 10 12 0 10
224	Eyke - - P. 10	276 0 0	70	30 0 4
223	Falkenham - Ch. 10	- - -	93	58 7 0
216	Freckenham N.	30 5 0		
219	Fressingfield N. 11	123 0 0	91	60 6 7
227	Fritton - N. *b*	45 0 0		
189	Gazeley - N.	34 0 0		
224	Glemham, Little - Ch.			
227	Gorleston and Southtown N. 2	278 0 0	243	96 8 2
213	Hadleigh - N. 5	174 0 0	99	19 7 11
213	Hadleigh - B.	*200 0 0		
	" "	31 3 4		
225	Halesworth - N. 10	129 0 0	310 14	166 11 4 3 8 4
221	Harkstead - N. 7	60 0 0	45	9 7 6
211	Haverhill - B. 4	- - -	52	24 4 8
212	Hawkedon - N.	80 0 0		
220	Helmingham Ch. 6	- - -	120	27 12 6
225	Henham and Wangford - N. 11	486 0 0	85	33 14 2
220	Henley - N.	*42 0 0		
249	Hepworth - N.	36 6 8		
217	Hessett - N. 3	121 10 0	52	29 1 2
225	Heveningham Ch. 10	137 0 0	49	19 15 0
221	Hintlesham - N.	23 0 0		
213	Hitcham - N. 4	80 0 0	79 19	66 7 0 3 15 9
221	Holbrook - N. 10	581 8 0		
225	Holton - N. 10	184 0 0	32	14 16 8
224	Hoo and Letheringham - N. *c*	40 0 0		
249	Hopton by East Harling N. 3	258 18 0	37	*d*
227	Hopton by Lowestoft - N. 2	63 15 0	62	23 12 5
219	Horham - N.	121 0 0		
214	Horningsheath N. 3	- - -	84 10	43 11 8 2 10 0
219	Hoxne and Denham - N. 11	- - -	66 20	33 15 8 5 6 8
226	Ilketshall, St. Margaret's N.	30 0 0		
222	Ipswich - B. 4	536 12 8	442	234 18 6
222	Ipswich - U.			
222	Ipswich, Nottidge, Infts. N. 6	- - -	104	36 19 3
222	Ipswich, St. Clement's and St. Helen's N. 7	540 19 2	494	131 9 3
222	Ipswich, St. John's, California - N. 6	177 13 9	84	24 16 5
222	Ipswich, St. Margaret's N. 7	172 0 0	149	51 1 7
222	Ipswich, St. Mary Stoke Ch. 7	- - -	78	38 18 0
222	Ipswich, St. Matthew's (District) - N. 6	993 0	413	125 13 3
222	Ipswich, St. Peter's - N. 7	675 0 0	191	62 14 8
222	Ipswich, Trinity - N. 7	360 17 4	275	100 15 6
222	Ipswich - W. 4	- - -	96	30 14 7
214	Ixworth - N. 4	50 0 0	104 23	5 19 4 6 19 2
223	Kesgrave - N. 6	- - -	137	51 15 8
213	Kettlebaston N.	*37 0 0		
213	Lavenham - N. 4	*100 0 0	81	29 19 5
	" - N. 4	100 0 0		
213	Lavenham - B. 7	- - -	89	56 10 0
219	Laxfield - N.	80 0 0		
225	Leiston - N. 1	238 3 6	78	38 10 0
227	Lowestoft (Annot's) - N. 2	6 13 4	102	43 3 2
227	Lowestoft, Girls - N. 2	254 10 0	124	58 3 11
227	Lowestoft, St. John's - N. 2	25 3 0	287	136 3 4
227	Lowestoft, St. John's Infants N 2	129 4 6	28	7 15 0
227	Lowestoft, Upper Infants - 2	- - -	50	28 3 6
227	Lowestoft (Wylde's) - N. *a*			
212	Melford, Long N. 4	793 10 0	166 25	78 14 6 11 2 6
212	Melford, Long B. 10	- - -	62	32 2 8
212	Melford, Long, Bridge St. - Ch. 4	- - -	32	17 13 6
223	Melton - - N. 10	122 9 10	55	23 9 2
218	Mendlesham Ch. 5	- - -	68	33 12 6
216	Mildenhall, Sir C. Bunbury's, Boys' - - 10	- - -	61	38 17 0

a Removed from inspection.
b School receives annual grants in the Wheatacre Union of Schs. (Norfolk).
c School not existing.
d Grant refused under Article 52 *d*.

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	SUFFOLK—*cont.*	£ s. d.		£ s. d.
216	Mildenhall, Sir C. Bunbury's, Girls' - - B. 10	- - -	49	22 4 2
216	Mildenhall, West Row - N. 3	45 2 4	55	27 19 8
212	Nayland - N. 11	- - -	126	68 6 0
220	Needham, Market - N. 11	- - -	22	8 18 4
220	Needham, Market - B. 11	- - -	62	29 9 2
189	Newmarket, St. Mary's - N. 7	250 0 0	18	6 5 0
212	Newton - N.	*50 0 0	106	44 14 11
217	Norton, St. Andrew's - N.	*50 0 0	94	22 14 10
224	Orford, Crown and Castle Lane - - 4	- - -	67	28 19 5
227	Pakefield - N.	247 10 0	119	49 14 4
214	Pakenham - Ch. 3	- - -	65	24 19 1
218	Palgrave - N. 5	- - -		
224	Parham - N.	37 0 0		
211	Poslingford - N.	32 0 0		
213	Preston, St. Mary's - N. 4	166 17 8	46	26 15 4
214	†Rede - - P.			
218	Redgrave and Botesdale - N. 5	134 0 0	68	30 10 2
224	Rendham - N.	67 0 0	16	5 15 0
224	Rendlesham N. *a*			
217	Rickinghall - N. 3	237 10 0	94	48 13 2
214	Risby - - Ch.	132 10 0	22	6 18 4
225	Rumburgh and St. Michael's N. 10	120 0 0	63	30 5 8
223	Rushmere - N.	80 0 0		
224	Saxmundham N. 10	- - -	127	64 11 6
221	Shotley - N. 10	96 10 0	58	27 7 8
224	Snape - - N. 10	- - -	72	30 12 0
225	Southwold - N. 1	739 1 0	204	97 0 6
211	Stoke by Clare N. 4	211 16 0	86	38 13 6
212	Stoke by Nayland - - N. 3	- - -	67	31 7 10
220	Stonham Aspal N. 6	71 0 0	14	4 18 4
217	Stowmarket B. 4	- - -	40	6 5 7
217	Stowmarket with Stow-Upland - N. 5	*75 0 0	90	40 4 0
217	Stow Upland N. 5	- - -	245	148 7 10
219	Stradbroke, Lower School Ch. 11	157 15 0	60	36 0 10
221	Stratford, St. Mary's - N. 11	91 10 0	184	81 4 10
212	Sudbury, All Saints' - N.	397 0 0	38	9 8 4
212	Sudbury - B. 10	527 0 0	42	17 10 8
212	Sudbury, St. Gregory and St. Peter - N. 7	- - -	397	197 2 8
223	Sutton - - N.	240 0 0	67	18 11 3
221	Tattingstone N.	54 0 0		
225	Theberton - N.	*33 0 0		

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	SUFFOLK—*cont.*	£ s. d.		£ s. d.
218	Thorndon Reformatory.			
218	Thrandeston N. 12	65 5 0	24	10 13 10
223	Tuddenham N. 11	145 5 0	54	28 8 10
225	Uggeshall - N.	70 0 0	10	1 5 0
212	Waldingfield, Great - - N. 4	88 17 6	63	30 3 8
217	Walsham-le-Willows - N.	68 0 0		
223	Walton-cum-Felixstow - N. 10	86 0 0	107	56 12 8
217	Wattisfield - P.	84 18 9		
213	Wattisham - N. *a*	*20 0 0		
214	Welnetham, Great - N.	66 16 8		
214	Welnetham, Little - N.	27 0 0		
225	Westhall - N.	273 12 0		
225	Westleton - N. 1	213 5 4	95	48 19 2
218	Wetheringsett Ch. 5	309 3 0	74	39 6 10
219	Weybread - N. 11	100 0 0	11	3 0 10
211	Wickhambrook, Sunday - N.	*40 8 0	92	55 1 5
224	Wickham Market - N. 11	77 0 0	97	42 6 4
224	Wickham Market - B.	*55 0 0		
218	Wickham Skeith - N.	45 0 0		
225	Wissett - N.	50 0 0		
211	Withersfield Ch. 4	103 10 0	77	45 16 3
223	Witnesham Ch. 6	65 0 0	17	1 6 8
223	Woodbridge N.		74	25 11 0
223	Woodbridge B.	175 0 0		
217	Woolpit N.	*60 0 0		
211	Wratting, Little - N.	30 0 0		
225	Wrentham - N. 1	*131 0 0	78	30 19 8
225	Wrentham - B.	*65 0 0		
	" "	44 10 0		
225	Yoxford - N.	*100 0 0		
	SURREY.			
38	Addlestone - Ch. 4	- - -	131	58 14 3
39	Albury - N. 5	*60 0 0	133	48 16 10
32	Balham, St. Mary's - Ch. 3	760 0 0	8	2 8 4
29	Bankside, Boys R. 2	- - -	106	54 15 8
29	Bankside, Great Guildford St., Girls - - R. 2	- - -	106	50 9 4
37	Banstead - N. 6	375 0 0	129	60 4 6
48	Barnes - - N. 7	- - -	83	49 0 6
32	Battersea, Ch. Ch. - - N. 1	712 5 0	11	3 17 6
32	Battersea, Girls and Infants N. 6	351 0 0	138	63 0 10
32	BatterseaGrove B. 10	286 0 0	331	149 7 4
			24	7 3 4
				b
			139	58 9 4

a Removed from inspection. *b* Grant to Battersea Girls and Infants is included in Battersea Parochial.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspectio is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	SURREY—*cont.*	£ s. d.		£ s. d.
32	Battersea Park, Ch. Ch. - Ch. 1	195 6 10	134	35 18 3
32	Battersea (Plough Lane), Girls B. 10	107 0 0	152	64 1 2
32	Battersea - P. 6	200 0 0	233	*a*99 2 2
32	Battersea Fields, St. George's N. 6	1,550 0 0	432	189 12 2
32	Battersea, St. John's - N. 10	395 16 3	213	75 13 2
32	Battersea Rise, St. Mark's - 6	- - -	45	8 1 0
46	Beddington and Wallington N. 4	160 0 0	65	35 8 10
37	Benhilton - N. 10	- - -	66	33 2 2
28	Bermondsey, Ch. Ch. - N. 6	300 0 0	242	106 8 2
			23	7 10 10
28	Bermondsey, Dock Head R. 4	- - -	149	80 9 0
			13	4 17 6
28	Bermondsey, Great George Street - B. 10	*225 0 0	157	71 13 6
28	Bermondsey, St. James' (Spa Road) N. 2	440 0 0	417	161 19 10
28	Bermondsey, St. Mary's (Grange Walk) P. 9	- - -	105	43 16 0
28	Bermondsey, St. Mary Magdalene's (Grange Walk), Infants - N. 9	156 15 0	211	103 11 10
28	Bermondsey, St. Paul's - N. 9	590 0 0	396	194 12 8
28	Bermondsey (Star Corner) - - N. 9	- - -	265	121 2 8
38	Bisley - - N.	70 0 0		
29	Blackfriars Road, Ch. Ch. (Green Walk) - N.	*228 0 0		
45	Blindley Heath - N.	82 10 0		
37	Bookham, Great - N. 5	- - -	147	71 12 6
			13	3 17 6
29	Borough Road, Model - B. 10	500 0 0	711	314 18 0
42	Bramley - N. 5	- - -	116	53 8 1
32	Bridgefield - N. 10		*b*	
31	Brixton Hill, Boys - - B. 12	*90 0 0	55	39 7 10
31	Brixton Hill, Girls - - B. 12	- - -	90	56 0 10
31	Brixton Hill, Grove Hill Reformatory,			
31	Brixton Hill W. 12	- - -	107	61 19 4
31	Brixton, North, Ch. Ch. - N. 9	581 0 0	150	62 5 0
31	Brixton, North, St. John's (Angel Town) - N. 2	741 15 0	142	67 19 0
29	Broadwall - N. *c*	50 0 0		
	SURREY—*cont.*	£ s. d.		£ s. d.
44	Brockham, Home and Industrial.			
44	‡Brockham - N.			
44	Buckland - N. 7	- - -	46	24 7 6
44	Burstow District - Ch.	277 0 0		
38	Byfleet - N.	418 15 6		
33	Camberwell, Camden District - N. 10	736 0 0	478	237 8 2
33	Camberwell, Ch. Ch. - N. 5	271 10 0	352	144 11 6
33	Camberwell, Ch. Ch. Ragged and Industrial -	361 0 0		
31	Camberwell (Crawford Street, Cold Harbour Lane) - B. 9	547 2 6	254	127 13 10
33	Camberwell (Denmark Hill), St. Matthew's, Boys - - N. 6	- - -	115	64 17 4
33	Camberwell (Denmark Hill), St. Matthew's, Girls and Infants - N. 2	- - -	257	130 11 10
33	Camberwell, Green Coat N. 10	- - -	331	177 4 0
33	Camberwell (Leipsic Road) - B. 10	*100 0 0	127	61 0 0
33	Camberwell, St. George's N. 10	- - -	348	177 3 6
33	Camberwell, St. Giles' - Ch. 11	- - -	138	73 0 0
37	Carshalton - N. 4	- - -	107	51 1 4
			9	2 5 10
37	Carshalton - B. *d*			
37	Cheam and Cuddington N. 4	172 0 0	88	48 15 8
			20	5 18 4
38	Chertsey - N.	140 0 0		
38	Chertsey - U.			
37	Chessington and Hook - N.	21 0 0		
42	Chiddingfold N.	*30 0 0		
38	Chobham, St. Laurence - Ch. 1	- - -	63	36 9 0
38	Chobham, Valley End Ch. 1	271 0 0		
39	‡Clandon, West N.			
32	Clapham, Acre Square, Free 3	- - -	119	60 16 2
32	Clapham, All Saints' - N. 3	- - -	213	74 10 11
32	Clapham (Bowyer's), St. John's - N. 6	224 0 0	206	115 4 4
32	Clapham, Boys - - P. 6	*180 0 0	103	45 16 0

a Grant to Battersea Girls and Infants is included in Battersea Parochial. *b* School not inspected in 1867.
c School not existing. *d* Removed from inspection. Now a private adventure school.

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	SURREY—*cont.*	£ s. d.		£ s. d.
32	Clapham, Ch. Ch., Girls - P. 3		*a*	
32	Clapham, Ch. Ch., Infant 3	- - -	68	15 15 6
32	Clapham, St. James' - N. 5	1,074 0 0	195	102 14 8
32	Clapham, St. Mary's - R. 4	- - -	178	100 6 2
32	Clapham, St. Paul's (Wandsworth Road), Cottage - *b*		24	10 5 0
32	Clapham (Wandsworth Road), Commercial - Ch. 10	- - -	121	61 19 8
32	Clapham (Wirtemburg Place) - B. 10	352 5 0	316	149 10 8
47	Claygate - N.	*30 0 0		
37	Cobham - N.			
43	Coldharbour N.			
43	Coldharbour, Infant - N.			
39	Compton - N.	32 0 0		
42	Cranley - N. 6	117 0 0	107	49 8 0
			12	4 0 0
45	Crowhurst - N. 7	123 8 9	81	13 14 6
46	Croydon (Archbishop Tenison's) Ch. 3			
46	Croydon - B. 10	460 14 0	445	205 15 8
46	Croydon, Ch. Ch. - - N. 3	788 11 3	276	126 10 10
46	Croydon, St. Andrew's - N. 3	340 3 0	100	40 2 4
46	Croydon, St. George's (Whitgift's). Boys and Girls - - N. 10	- - -	277	85 18 8
46	Croydon, St. James' - N. 3	596 5 0	285	122 7 0
			7	0 17 6
46	Croydon, St. Mary's - R. 11	- - -	115	60 17 2
46	Croydon, St. Peter's, Inft. Ch. 3	444 0 0	84	35 15 10
46	Croydon - W. 10	- - -	95	48 1 10
43	Dorking - B. 4	130 0 0	156	75 0 4
43	Dorking, St. Martin's - N. 11	365 19 8	133	103 13 8
43	Dorking, St. Paul's District - - N. 11	550 0 0	132	75 12 4
33	Dulwich - Ch.	188 15 0		
33	Dulwich, East, St. John's District - N. 11	- - -	104	57 9 4
43	Effingham - N. 5	285 0 0	59	33 8 4
42	Elstead - N. 5	102 5 0	55	29 3 8
			18	7 3 4
42	Elstead - B. 4	- - -	22	8 14 4
131	Englefield Green - N. 9	- - -	144	44 12 0
37	Epsom - - N. 4	29 0 0	178	*c*
37	Epsom, Inft. N. 4	- - -	100	43 4 0
47	Esher - - N. 2	996 0 0	134	50 4 9
			14	3 8 4
37	Ewell - - N. 5	849 8 0	146	65 9 8
				d 20 0 0
42	Ewhurst - N. 6	125 0 0	73	135 18 4
39	Farncombe - N. 5	845 2 6	253	12 6 9
40	Farnham - N. 5	1,059 0 0	125	57 16 0
40	Farnham - B.	*100 0 0		
37	Fetcham - Ch. 5	- - -	48	24 4 9
40	Frensham - Ch. 6	- - -	63	30 6 4
39	Godalming - N. 5	308 9 6	171	91 18 4
39	Godalming - B. 4	135 0 0	102	52 2 4
45	Godstone - N. 7	608 0 0	145	81 4 8
			19	8 10 10
39	Guildford - B. 4	*100 0 0	76	36 15 2
		223 0 0		
39	Guildford, St. Mary's and Trinity - N. 5	164 0 0	270	156 4 2
39	Guildford, St. Nicholas' - N. 5	277 11 8	85	141 13 2
40	Hale District Ch. 11	- - -	173	103 13 4
47	Ham - - N. 7	*90 0 0	36	18 9 1
		100 0 0	18	6 1 8
47	Ham, Girls - N. 7	- - -	31	15 16 7
35	Hatcham, St. James' - N. 11	533 0 0	234	101 16 6
33	Herne Hill, St. Paul's (Camberwell) Ch. 3	- - -	76	35 12 8
38	Hersham - N. 11	145 0 0	21	10 12 0
43	Holmwood - N.	185 0 0		
47	Hook, St. Paul's - N. 4	137 14 0	39	16 12 8
44	Horley Row N.	*115 0 0		
38	Horsell - N. 1	134 0 0	84	42 4 4
			12	3 13 4
31	Kennington, East (Bolton Street) - N. 2	610 0 0	216	91 0 0
			12	1 10 0
31	Kennington Oval - - N. 11	59 10 0	368	185 3 6
31	Kennington (Regency Place) - N. 2	143 3 4	116	49 12 0
33	Kent Road - B. 12	- - -	318	145 16 2
28	Kent Road, Old, John Street - W. 11	- - -	124	57 18 4
29	Kent Road, Ragged and Industrial.			
47	Kent Town, St. Paul's (East Moulsey) - N. 4	166 0 0	30	4 19 3
48	Kew, The Queen's - 7	- - -	83	24 0 9
47	Kingston-on-Thames, Public Free - 11	- - -	213	103 8 0
47	Kingston Vale, Robin Hood 7	- - -	21	11 10 10
44	Kingswood - Ch. 6	- - -	57	31 6 2
31	Lambeth, All Saints - Ch. 12	446 0 0	164	68 8 6

a Inspection declined for 1867. *b* Forms part of Clapham, Wandsworth Road, Commercial, Sch.
c Grant refused under Article 52 *d*. *d* Retiring pension.

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	SURREY—*cont.*	£ s. d.		£ s. d.
31	Lambeth (Archbishop Tenison's), High Street, Girls - - N.	29 0 0		
31	Lambeth, Belvidere Crescent Reformatory.			
31	Lambeth Chapel (China Terrace) - W. 11	- - -	202	94 5 8
31	Lambeth (65, High Street), Free Evening *a*	42 14 0		
31	Lambeth, George Street - B. 11	428 11 1	218	91 14 8
31	Lambeth (Norwood) U.			
31	Lambeth, Ragged - 5	- - -	147	60 19 0
31	Lambeth, St. Andrew's, Lower - N. 3	- - -	279	126 9 6
31	Lambeth, St. Andrew's (Upper) - N. 3	- - -	91	44 13 4
31	Lambeth, St. John's (Waterloo Road) - N. 9	- - -	293	89 3 7
31	Lambeth, St. Mary's, Hercules Buildings, Boys - - P. 12	*200 0 0	441	238 13 0
	" " - "	110 4 0	113	28 7 6
31	Lambeth, St. Mary's, Infants, High Street - - P.			
31	Lambeth, St. Mary-the-Less, (Prince's Road) - N. 12	- - -	326	184 14 0
			23	5 0 10
31	Lambeth, St. Mary-the-Less, Salamanca, St. Saviour's - N. 10	251 16 3	126	54 10 3
31	Lambeth, St. Thomas' - N. 12	- - -	340	109 5 4
31	Lambeth, Trinity - N. 1	450 0 0	194	115 12 0
31	Lambeth (South), St. Barnabas' - N. 2	300 0 0	128	58 10 8
31	Lambeth, South, St. Stephen's, Dorset Street N. 1	535 0 0	302	149 6 8
31	Lambeth, South, Spring Grove - N. 2	130 0 0	178	73 17 6
31	Lambeth, South, "The Eldon" - Ch. 11	- - -	142	63 10 4
37	Leatherhead N. 6	*80 0 0	85	35 10 2
	" - "	80 0 0	32	9 6 8
44	Leigh - - N. 7	82 0 0	46	18 15 10
			8	2 15 0
32	Lingfield - N.	353 0 0		
39	Loseley.			
47	Malden - N.	125 18 9		
44	Meadvale - B. 4	- - -	58	29 15 8
44	Merstham - Ch. 7	- - -	67	36 9 6
46	Merton Road N.	*53 0 0		
43	Mickleham - N. 11	90 0 0	41	17 10 8
46	Mitcham - N. 4	*120 0 0	290	141 6 10
46	Mitcham - R. 11	- - -	26	13 2 8
46	Morden - N.			
48	Mortlake - N. 3	24 0 0	293	120 17 4
48	Mortlake - B.	241 0 0		
48	Mortlake, St. Mary's - R. 11	100 0 0	92	64 8 4
47	Moulsey, East N. 7	211 0 0	64	27 11 5
47	Moulsey, West N. 5	*25 0 0	51	31 11 8
30	Newington Butts, St. Matthew's N. 10	- - -	234	109 0 2
30	Newington, St. Mary's - N. 7	266 10 0	610	277 6 3
30	Newington, Trinity - N. 9	466 10 0	355	168 12 6
			39	13 7 6
47	Norbiton - N. 11	490 13 4	350	156 4 2
31	Norwood, Lower - W. 11	- - -	58	32 0 2
31	Norwood, St. Luke's - N. 11	- - -	225	104 11 10
46	Norwood, South, St. Mark's - Ch. 3	148 4 0	120	36 16 6
			11	1 7 6
46	Norwood, Upper, Girls N. 10	- - -	101	42 10 3
44	Nutfield - N. 6	75 0 0	72	40 0 8
			7	2 19 2
38	Oatlands - Ch. 5	- - -	81	35 10 2
			7	2 14 2
39	Ockham, Industrial - B. *b*			
39	Ockham, St. Mary's - 4	- - -	49	26 12 6
			20	6 18 4
43	Ockley - P. 11	- - -	61	2 15 2
33	Peckham - N.			
33	Peckham, Boys - - B. 11	- - -	143	68 17 8
33	Peckham, Girls, Lancasterian - B. 11	- - -	45	18 18 2
33	Peckham New Town, St. Francis - R. 4	- - -	114	40 15 8
33	Peckham, St. Mary Magdalen's - N. 4	674 0 0	260	131 9 0
33	Peckham, Day W. 3	- - -	78	46 13 11

a School not existing. *b* Continued as a boarding school. Day boys drafted into Ockham, St. Mary.

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	SURREY—*cont.*	£ s. d.		£ s. d.
46	Penge, Boys Ch. 5	- - -	86	44 5 4
46	Penge, Infants Ch. 5	276 0 0	172	86 1 10
48	Petersham - B. 11	- - -	42	20 13 4
32	Putney, St. Mary's - N. 11	342 10 0	295	149 13 6
41	Puttenham - N. 5	- - -	49	27 15 6
37	Ranmore, St. Barnabas' - Ch. 11	- - -	14	5 10 0
44	Redhill - B. 3	- - -	37	17 9 4
44	Redhill Reformatory.		124	62 10 11
44	Redhill, St. John's - N. 7	293 13 0	217	107 9 6
44	Redhill, St. Matthews Ch. 6	- - -	26	8 2 6
44	Reigate - N. 7	1,176 0 0	187	76 9 8
48	Richmond, New, Sheen Vale, Infants - - P. 4	107 0 0	229	126 4 4
48	Richmond, St. Elizabeth's R. 11	- - -	89	35 10 3
48	Richmond, St. John's District, Boys - Ch. 4	- - -	54	17 4 6
48	Richmond, St. John's (Clarence Street), Girls and Infants - - N. 4	291 2 6	48	24 2 4
48	Richmond, St. Mary's - P. 6	- - -	126	54 0 0
39	Ripley - N. 11	155 0 0	240	115 17 9
34	Rotherhithe, Amicable Society's - 6	- - -	49	32 17 1
34	Rotherhithe, Ch. Ch. - N. 2	324 0 0	119	55 2 8
34	Rotherhithe (Clarence St.), Green Coat 2	246 0 0	144	59 0 8
34	Rotherhithe (Clarence St.), Ragged -	650 0 0	116	46 14 0
34	Rotherhithe, Midway Place - - B. 11	- - -	118	54 9 0
34	Rotherhithe, Paradise St., St. Joseph's R. 4	- - -	136	70 16 2
34	Rotherhithe R. -			
	Rotherhithe, St. Mary's, Deptford Road - - N. 7	*688 0 0 211 10 0	505	243 1 6
34	Rotherhithe, St. Paul's (Surrey Canal) - - N. 1	132 0 0	78	37 14 6
34	Rotherhithe, Silver St. - B. *a*	*160 0 0		
34	Rotherhithe, Trinity - N. 1	86 15 10	262	138 10 10
			15	3 17 6

a School closed.

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	SURREY—*cont.*	£ s. d.		£ s. d.
34	Rotherhithe, United Society's - 1	- - -	41	28 7 4
41	Seal and Tongham - N.	105 0 0		
39	Send - - N.	225 10 6		
42	Shalford - N. 6	481 4 0	98	41 0 8
39	Shere - - N.	100 0 0		
44	Sidlow Bridge Ch. 7	- - -	27	13 2 2
	South Metropolitan District - - U.			
	Southwark, Bridewell, House of Occupation.			
28	Southwark Chapel - W. 11	- - -	352	174 9 10
27	Southwark, Dean St., Protestant Dissenters - 12	- - -	150	72 6 6
29	Southwark, Melior Street, Borough - R. 2	- - -	56	27 15 10
29	Southwark, St. George the Martyr N. 2	*225 0 0 112 13 4	436	192 15 6
29	Southwark, St. George the Martyr U.			
29	Southwark, St. George's R. 1	- - -	240	120 6 2
29	Southwark, St. Joseph's (Maypole Alley) - R.			
29	Southwark, St. Jude's, Boys and Girls - N. 6			
29	Southwark, St. Jude's, Infants - N. 6	- - -	288	135 12 8
29	Southwark, St. Mary's - N. 11	587 0 0	446	216 3 4
29	Southwark, St. Michael's N. *b*			
29	Southwark, St. Paul's - Ch. 11	400 0 0	151	56 4 4
26	Southwark, St. Peter's - N. 2	312 0 0	5	1 2 6
29	Southwark, St. Stephen's - N.	324 7 5	218	102 3 10
31	Stockwell (Chapel St.) N. 3	- - -	155	74 11 4
31	Stockwell Practising - - B. 11	642 12 0	9	1 15 10
31	Stockwell, St. Michael's (Ingleton Street) N. 2	- - -	274	148 15 4
31	Stockwell, South St., Infants - Ch. 3	- - -	181	79 13 8
39	Stoke-next-Guildford - Ch. 5	819 0 0	101	50 16 2
			164	76 5 4

b Removed from inspection.

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	SURREY—*cont.*	£ s. d.		£ s. d.
32	Streatham - N. 4	- - -	142	72 8 0
32	Streatham, Ch. Ch. - - N. 5	- - -	159	80 0 8
32	Streatham Common, Immanuel Ch. 4	313 0 0	128	63 0 10
47	Surbiton - N. 11	591 0 0	270	149 10 4
47	Surbiton Hill Ch. Ch. P. 11	- - -	69	21 8 2
	Surrey (North) District - U.			
37	Sutton - - N. 4	400 0 0	132	52 4 9
45	Tandridge - Ch. 7	- - -	35	19 4 4
45	Tandridge, Oxted, and Godstone - N. 7	- - -	46	17 14 8
47	Thames Ditton, Boys' & Girls N. 5	378 10 0	138	43 10 8
47	Thames Ditton, Infants N. 5	86 0 0		
131	Thorpe - N. 11	84 0 0	22	6 14 5
42	Thursley - N.	16 2 0		
41	Tongham - Ch. 5	- - -	39	19 5 4
32	Tooting, Drouett's Pauper.			
32	Tooting, Lower, Boys and Girls - - P. 5	78 15 0	*a*	
32	Tooting, Infants Par. - P. 5	492 0 0	63	24 18 10
31	Tulse Hill - Ch. 2	- - -	123	64 16 0
31	Vauxhall, St. Anne's - R. 1	- - -	142	71 19 2
31	Vauxhall, St. Peter's - N. 12	1,930 0 0	455 242 19	17 10 4
31	Vauxhall Walk - W. 11	- - -	144	54 1 4
131	Virginia Water, Ch. Ch. - - N. 11	108 0 0	58	27 19 6
38	Walton-on-Thames - Ch. 5	526 0 0	78	36 12 2
30	Walworth, All Saints - N. 10	- - -	23	5 0 0
30	Walworth, Beresford Chapel - 12	- - -	204	108 16 4
30	Walworth, Mount St. - B.	*30 0 0		
30	Walworth, St. John's - N. 10	679 0 0	502 64	233 6 4 25 1 8
30	Walworth, St. Peter's - N. 9	403 10 0	279	82 12 4
39	Wanborough 5	- - -	28	16 6 0
32	Wandsworth, All Saints' N. 1	*50 0 0	147 75	71 8 0 22 17 6
32	Wandsworth, Bridge House Reformatory.			
32	Wandsworth, Family Home.			
32	Wandsworth, Point Pleasant - - B. 11	75 0 0	180	85 2 0
32	Wandsworth, St. Anne's Ch. 4	890 0 0	359	167 2 10
32	Wandsworth, St. Mary's, Summer's Town, Free Ch. 5	- - -	163 16	78 19 10 3 16 8
32	Wandsworth (Summer's Town), Infants - - N.	43 10 0		
39	Waverley Compton - N. *b*			
43	Westcott - N. 11	500 0 0	38 7	49 14 0 1 17 6
31	Westow Hill B. 11	- - -	138	62 3 2
38	Weybridge - N. 11	173 0 0	153	58 17 8
47	Wimbledon - N. 6	*50 0 0	257	118 17 4
38	Windlesham N. 1	64 0 0	101	51 3 4
42	Witley - N. 5	- - -	90	36 7 2
39	Woking - N. 12	200 0 0	78	44 6 2
39	Woking, Infants - - N. *c*			
39	Woking, St. John's - Ch. 12	189 0 0	89	49 11 4
42	Wonersh - N. 5	105 0 0	86	41 10 6
46	Woodmansterne - N. 6	- - -	41 7	23 8 1 2 10 10
39	Worplesdon Ch.	381 6 0		
43	Wotton - P. 11	- - -	42	23 10 6
40	Wreccclesham N. 11	711 8 0	170	80 8 2
40	York Town - N. 9	- - -	119 21	78 0 2 5 10 10
	SUSSEX.			
83	Albourne - N.	52 0 0		
78	Alfriston - N.	58 10 0		
90	Arundel - Ch. 11	- - -	145	*d*
90	Arundel, St. Philip's - R. 12	- - -	34	17 9 4
84	Barcombe - Ch. 10	- - -	47	20 19 8
84	Barcombe (Church Meadow) - N.	*48 0 0		
77	Battle and Langdon - N. 2	382 8 0	163 26	84 9 10 18 4
75	Beckley - N. 1	- - -	59	28 3 4
84	Beddingham N.	82 10 0		
87	Beeding, Lower, Trinity - N. 5	- - -	72	32 18 0
84	Berwick - N.	108 0 0		
77	Bexhill - N. 2	- - -	80 15	43 9 0 5 12 6
77	Bexhill, St. Mark's - N. 2	- - -	48 10	24 15 0 2 16 8
88	Billingshurst Ch. 5	- - -	69 13	38 9 8 4 14 2
84	Bishopstone N.	127 0 0		
82	Blackham District - Ch. 3	- - -	21	3 18 10
79	Bodle Street Green, St. John's - Ch. 1	319 18 6	63	34 8 0
83	Bolney - N. 11	*35 0 0	70	33 10 4
94	Bosham - N. 11	*90 0 0	60 13	29 1 4 3 12 6
91	Boxgrove - Ch. 11	- - -	84	31 1 3

a School not inspected in 1867. *b* School closed. *c* Now closed, but to be opened shortly.
d Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	SUSSEX—*cont.*	£ s. d.		£ s. d.
75	Brede - - N. 2	131 0 0	96	33 16 10
77	Brightling - N. 2	158 0 0	52	26 0 0
85	Brighton, All Souls' - Ch. 9	100 0 0	455	226 14 4
85	Brighton, Central - N. 9	110 0 0	421	229 13 0
86	Brighton (Chichester Diocesan), Female Practising - 9	300 0 0	168	78 0 8
85	Brighton, Ch. Ch. - - N.			
85	Brighton (Eastern Rd.), Royal - B. *a*	118 0 0		
85	Brighton (Kent's Court) - N.	*75 0 0		
85	Brighton (Middle St.), Union Charity - B.	*250 0 0		
85	Brighton (North Lane) N. *b*			
85	Brighton (North Lane) B. *c*	*300 0 0		
85	Brighton, St. John's - N. 9	721 16 8	466	232 3 10
85	‡Brighton, St. John's - R.			
85	Brighton, St. Margaret's Industrial - 9	- - -	56	27 4 0
85	Brighton (Kemp Town), St. Mark's - N. 9	- - -	165	79 12 8
85	Brighton, St. Mary's - R. 12	- - -	167	86 9 10
85	Brighton, St. Nicholas' - Ch. 9	- - -	118	*d*
85	Brighton, St. Paul's - N. 9	- - -	216	92 16 0
85	Brighton, St. Peter's - N. 9	- - -	280	139 3 8
85	Brighton, St. Stephen's - N. 9	151 0 0	144 17	70 18 10 6 10 10
85	Brighton (Warwick Street) N. 9	50 0 0	259	119 3 0
90	Broadwater N.	80 0 0		
90	Burpham - N.	25 0 0		
80	Burwash - N. 1	380 1 8	134	58 12 0
92	Bury - - N.	90 0 0		
81	Buxted - N.	323 0 0		
77	Catsfield - N. 2	137 15 4	77	36 3 8
84	Chailey - - N. 11	350 0 0	76 14	43 9 4 4 6 8
92	Chichester (Central) - N. 11	- - -	307	159 1 7
92	Chichester (Little London) - - B.	198 0 0		
92	Chichester, St. Pancras', Infants - N. 11	100 0 0	51	24 9 0
92	Chichester (Tower Street) - B. 7	84 3 4	182	98 1 10
79	Chiddingley N.	80 0 0		
83	Clayton and Keymer, St. John's - N. 11	*50 0 0	114	51 12 0
89	Cold Waltham, St. James - N. 5	82 0 0	40	24 2 8
94	Compton and Upmarden N.	90 0 0		
82	Crawley Down N.			
83	Cuckfield and Balcombe - N. 5	160 0 0	74 60 10	21 7 8 32 8 6 3 5 0
77	Dallington - N. 2	35 0 0		
81	Dane Hill - N. 12	112 3 1	74	30 7 0
84	Ditchling - N. 10	*75 0 0	99	49 4 4
78	Eastbourne - N. 11	64 0 0	175 12	88 6 2 4 18 4
91	Eastergate - N.	*50 0 0		
93	Elsted - - N. *e*	*34 0 0		
80	Etchingham N. 3	150 0 0	35	16 19 4
76	Fairlight - Ch 1	- - -	36 7	20 12 0 1 5 10
84	Falmer - N. 10	- - -	75	35 17 8
89	Findon - P. 10	- - -	68	29 10 8
84	Firle, West - N.	140 0 0		
92	Fittleworth Ch. 5	111 5 0	65	37 16 4
81	Fletching - N.			
80	Flimwell - N. 1	84 0 0	72	35 1 10
82	Forest Row - N. 3	227 10 0	134	71 5 10
81	Framfield - N.	*65 0 0		
81	Frankham - Ch. 6	- - -	25	6 16 8
80	Frant (Free) N. 6	- - -	146	72 12 0
94	Funtington - N. 11	- - -	60 14	39 6 8 5 10 0
84	Glynde - N. 10	35 1 3	48	24 2 10
82	Grinstead, East N. 5	803 5 0	153	82 2 8
82	Grinstead, East, Infants - N. 5	- - -	56	25 10 4
87	Grinstead, West Ch.			
81	HadlowDown N. 3	*75 0 0	83	45 0 6
	" " "	60 0 0		
79	Hailsham " N. 2	44 0 0	71	31 6 8
76	Halton, St. Clement's - N. 2	- - -	136	38 15 8
91	Hampnett, West - - U.			
84	Hamsey, Offham, *see* Offham, N.S.			
82	Hartfield - N. 3	198 10 0	75	26 5 0
76	Hastings, All Saints' and St. Clement's N. 2	*220 0 0	304	147 19 10
	" " "	598 3 4		
76	Hastings" - B. 7	*250 0 0	119	59 12 2
76	Hastings, St. Mary's - N. 2	166 0 0	194	88 5 4
80	Hawkenbury Ch.			
79	Heathfield - N. 1	219 4 0	62	30 2 8
84	Heighton, South Ch.	203 12 0		

a Closed for a time. *b* School closed. *c* School sold. *d* Grant refused under Article 52 *d*.
e School burnt down. New school built and maintained by the Lady of the Manor.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	SUSSEX—*cont.*	£ s. d.		£ s. d.
79	Hellingley - N. 2	170 0 0	68	30 8 1
			9	1 2 6
86	Henfield, Infants - - N. 10	53 0 0	47	14 3 0
92	Heyshott - N. 5	67 0 0	47	28 16 10
82	Hoathley, West N. 1	60 0 0	43	2 7 2
79	Hooe - - N. 2	33 2 9	49	27 1 0
			28	9 1 8
87	Horsham - N. 5	94 13 0	51	13 9 8
81	Horsted, Little N. 5	- - -	24	11 14 1
			9	1 2 6
81	Hothlev, East N. 5	154 5 0	86	42 16 6
86	Hove, Eastern N. 9	122 0 0	175	91 19 10
86	Hove, Western N. 9	469 0 0	201	107 13 4
80	Hurst Green N. 3	- - -	53	24 5 4
79	Hurstmonceaux - N. 1	- - -	79	38 8 10
83	Hurst Pierrepoint - - N. 10	- - -	126	53 8 0
75	Icklesham - N. 2	110 0 0	49	22 0 6
			13	3 17 6
93	Iping - - B. *a*			
81	Isfield - - N.	*50 0 0		
91	Lavant - Ch.			
76	Leonard's, St., on Sea - N. 2	*60 0 0	376	190 19 10
	" " "	505 2 6		
76	Leonard's, St., on Sea, All Souls' R. *b*			
76	Leonard's, St., on Sea, St. Mary Magdalene's, Industrial Ch. 2	684 0 0	149	71 10 6
84	Lewes - - N. 10	248 0 0	170	79 18 0
84	Lewes, All Saints' and Southover, Infants' - N. 10	- - -	98	45 17 0
84	Lewes - - B. 7	330 8 9	355	161 0 7
84	Lewes, St. Ann's, Par. Ch. 10	- - -	33	11 4 11
83	Lindfield - N. *c*	95 10 0		
83	Lindfield, St. John's - N. *d*			
90	Littlehampton N.	105 0 0		
93	Lodsworth - N. 5	88 10 0	70	35 13 0
93	Lurgashall - N.	90 0 0		
81	Mayfield, Boys' N. 3	- - -	72	27 0 0
81	Mayfield, Girls' N. 3	- - -	61	32 18 8
91	Merston - N. *a*	37 0 0		
93	Midhurst - N.	170 0 0		
77	Mountfield and Whatlington N. 3	52 0 0	78	37 8 8
77	Netherfield - N. 2	- - -	59	28 8 4
84	Newhaven - N. 10	130 0 0	144	57 2 10
79	Ninfield - N.	100 0 0		
89	North Heath N.	146 0 0		
75	Northiam - N.	53 0 0		
89	Nutbourne - N.	96 16 0		
87	Nuthurst - N. 5	- - -	36	19 9 6
84	Offham - N. 10	99 10 0	62	28 10 10
76	Ore, Infant - Ch. 2	- - -	34	5 6 10
86	Patcham - N.	107 0 0		
75	Peasmarsh - N.	169 0 0		
76	Pett - - N.	75 0 0		
88	Petworth, Boys' N. 5	- - -	104	44 1 9
88	Petworth, Girls' and Infants' N. 5	- - -	188	55 14 2
84	Plumpton - N.	*23 0 0		
79	Polegate - N.	54 0 0		
90	Poling - - N.	87 4 0		
86	Portslade and Haugleton N. 10	126 10 0	77	36 17 2
			22	5 5 0
86	Poynings - N. 10	86 8 0	23	9 17 5
86	Preston - N. 11	- - -	42	21 8 10
89	Pulborough N. 5	336 0 0	100	55 1 6
			8	1 0 0
83	Pyecombe - N.	22 5 0		
84	Rodmell - P. 10	- - -	17	8 19 7
			13	4 9 2
93	Rogate - N	122 12 6		
81	Rotherfield - N. 3	- - -	71	35 7 0
84	Rottingdean N. 10	260 0 0	64	32 14 2
			14	2 15 0
90	Rustington Ch.	202 0 0		
75	Rye - - W. *a*			
75	Rye Harbour Ch. 2	190 19 0	42	21 8 0
84	Rype - - N. 11	70 0 0	35	16 11 0
80	Salehurst - N. 3	*75 0 0	71	31 4 6
	" "	45 4 0		
83	Sayer's Common - - N. 10	65 0 0	27	5 5 0
78	Seaford - Ch. 11	369 12 0	59	27 9 4
			20	2 10 0
84	Selmeston - N. 10	- - -	36	20 17 6
91	Selsey - - N. 11	- - -	52	24 8 5
88	Slaugham - N.	60 0 0		
87	Slinfold - N.	80 0 0		
86	Sompting - N.	*64 0 0		
78	Southbourne and Seaside N. 11	292 10 0	252	120 5 6
87	Southwater Ch.			
86	Southwick - N. 11	70 0 0	99	50 0 6
			26	6 10 0
77	Staplecross - W. 7	- - -	79	36 14 10
86	Steyning - N. 11	469 0 0	66	33 12 0
89	Storrington - N.	*20 0 0		
94	Stoughton and Racton - N.	62 10 0		
80	Ticehurst - N. 1	350 0 0	134	69 0 10
80	Tidebrook - N. 1	212 0 0	34	12 19 8
93	Tillington - N. 5	- - -	42	23 11 9
81	Twyford - N. 3	- - -	68	24 12 4
81	Uckfield - N. 5	256 10 0	107	55 18 2
			15	5 5 10
80	Wadhurst, Best Beech Hill District Ch. *a*			
80	Wadhurst - N. 1	*100 0 0	141	71 5 10
	" - "	280 0 0		
81	Waldron - N. 5	- - -	40	21 7 10
			15	3 15 10
79	Warbleton - N. *e*	*50 0 0		
87	Warnham - N. 5	74 0 0	52	28 0 6
79	Wartling - N. 1	- - -	50	21 6 0
89	Washington Ch. 12	- - -	67	26 17 4

a School closed. *b* Removed from inspection. *c* School discontinued at present.
d School sold. *e* School not existing.

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
94	Westbourne N. *a*	*90 0 0		
84	Westmeston N. 10	- - -	9	3 11 0
83	Wilfrid's, St. Mixed - N. 5	- - -	111	57 18 2
82	Withyham, St. John's - N.	76 15 0		
82	Withyham, St. Michael's - N. 3	- - -	53	27 12 10
86	Woodmancote Ch. 11	- - -	21	10 4 10
			9	3 5 10
93	Woolbeding N.	181 0 0		
82	Worth - Ch. 10	- - -	47	26 12 10
90	Worthing (Boys) - N. 10	*100 0 0	97	54 15 0
90	Worthing, Davison's Infant N. 12	- - -	156	83 6 10
90	Worthing Institution - B. 7	- - -	75	31 16 9
90	Worthing - W. *b*			
	WARWICKSHIRE.			
405	Alcester - N. 7	123 18 6	101	48 2 2
			21	8 17 6
396	Allesley, Reformatory.			
404	Alveston - Ch. 2	- - -	64	34 16 0
376	Amington - N. 3	- - -	59	30 15 10
395	Ashted, St. James' - Ch. 11	- - -	315	141 6 6
395	Aston - - N. 11	351 0 0	100	51 7 2
395	Aston Brook, St. Mary's - 1	- - -	70	25 17 4
397	Atherstone, Grammar - 1	341 8 6		
397	Atherstone, Girls and Infants - 1	31 1 10	218	20 11 4
398	Attleborough N. 5	242 13 4	113	53 3 10
			24	4 18 4
397	Bentley - N. 1	- - -	150	73 3 8
396	Bickenhill - N. 8	- - -	24	12 0 0
405	Bidford - N. 6	82 12 6	142	57 18 6
			37	12 9 2
394	Birmingham, All Saints' - N. 11	616 0 0	167	58 13 11
			27	6 7 6
394	Birmingham, All Saints, Nineveh, Mixed - 11	- - -	109	53 13 4
394	Birmingham, All Saints Protestant School (Heath Street) - - 11	233 15 0	131	65 6 0
394	Birmingham, Asylum - U.			
394	Birmingham (Bishop Ryder's) - N. 7	1,154 2 0	558	225 5 4
			332	82 16 8
394	Birmingham, Ch. Ch. (Pinfold Street) N. 11	*400 0 0	335	196 6 2
			36	11 0 0
394	Birmingham, Church of the Saviour B. 6	- - -	157	57 5 4
	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, Girls' Reformatory,			
394	Birmingham, Hebrew - 5	- - -	130	*c*
394	Birmingham, Immanuel, Infants, Holliday Street N. 2	171 0 0	79	30 13 4
394	Birmingham, Indust. Free	995 0 0		
394	Birmingham, Industrial - B. 6	41 0 0	117	55 6 9
394	Birmingham, Islington - W. 6	- - -	233	92 9 4
394	Birmingham, Legge Street B. 6	- - -	66	30 6 6
			8	1 0 0
394	Birmingham, New Jerusalem - - B. 6	- - -	242	116 5 8
			44	15 8 4
394	Birmingham Oratory (Edgbaston) - R.			
394	Birmingham, St. Andrew's, Small Heath, N.S., *see* Bordesley. St. Andrew's, Small Heath, Infants, N.S.			
394	Birmingham St. Anne's (Alcester St.) - R. 10	- - -	121	55 19 2
394	Birmingham, St. Barnabas, Boys and Girls - - N. 6	576 11 3	374	188 2 0
			110	27 3 4
394	Birmingham, St. Barnabas', (Ryland Street North), Infants - - N. 6	196 0 0	218	36 14 7
394	Birmingham, St. Bartholomew's - N. 3	*150 0 0	55	28 10 0
	" "	372 10 0		
394	Birmingham, St. Chad's - R. 10	- - -	352	120 16 3
			134	36 5 6
395	Birmingham, St. Clement, Nechells - N. 10	1,200 0 0	475	252 14 6
			22	7 1 8
394	Birmingham, St. David's (Macdonald Street) - N. 2	177 0 0	167	63 19 8
394	Birmingham, St. George's (Russell St.) N. 3	*300 0 0	692	358 5 6
		761 6 8	159	41 13 4
394	Birmingham, St. George's, Hospital Street Branch, Infant 3	- - -	—	*d*
394	Birmingham, St. John's - R. 10	858 0 0	270	66 18 5
			158	47 4 1

a Removed from inspection. *b* School not existing. *c* Grant refused under Article 51 *d*.
d No grant claimed.

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	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, St. Jude's Ch. 6	555 4 0	161	68 18 6
394	Birmingham, St. Mark's (St. Mark's Street) - N. 9	504 16 4	606	285 1 0
394	Birmingham, St. Mark's, St. Mark's Street, Infant - - N. 9	215 11 8	109	42 19 2
394	Birmingham, St. Mark's, Helena St. N. 9	89 10 0	122	57 11 2
394	Birmingham, St. Martin's, Allison Street 8	- - -	125	43 3 10
394	Birmingham, St. Mary's - N. 10	750 0 0	152	78 1 10
394	Birmingham, St. Mary's - R. 10	- - -	213	94 1 8
			21	2 12 6
395	Birmingham, St. Matthew's N. 7	1,212 13 10	515	249 9 8
			92	28 11 8
394	Birmingham, St. Matthias (Wheeler St.) N. 10	1,317 13 9	508	242 10 6
			101	26 5 10
394	Birmingham, St. Matthias', Farm Street, Infant - N. 10	150 0 0	107	45 16 1
394	Birmingham, St. Nicholas' R. *a*			
394	Birmingham, St. Patrick's R. 10	- - -	121	45 14 6
394	Birmingham, St. Paul's - N. 9	788 0 0	369	188 17 0
394	Birmingham, St. Peter's (Moor Street) N.	531 0 0		
394	Birmingham, St. Peter's (London Prentice Street), Infants - N. *a*	73 10 0		
394	Birmingham, St. Peter's R. 10	- - -	226	128 1 2
			65	20 2 6
394	Birmingham, St. Philip's N. 7	500 0 0	104	39 1 0
394	Birmingham, St. Stephen's N. 11	840 12 0	408	156 18 2
			36	17 3 4
394	Birmingham, St. Thomas', Bow Street Ch. 2	- - -	157	73 0 6
			110	32 11 8
394	Birmingham, St. Thomas' (Holloway Head Street) N. 2	315 0 0	419	207 6 8
			93	11 15 0
394	Birmingham, Severn Street B. 6	- - -	340	156 14 8

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	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, Steelhouse Lane - - B. 6	- - -	94	42 14 0
394	Birmingham, Unitarian Domestic Mission - - 6	- - -	506	227 9 0
394	Birmingham W.			
395	Bordesley, St. Andrew's N. 2	516 0 0	264	106 13 8
395	Bordesley, St. Andrew's, Infts., Small Heath - N. 3	99 0 0	122	47 4 10
401	Bourton-on-Dunsmoor - Ch. 5	- - -	25	0 2 6
406	Brailes - Ch. 6	397 0 0	80	38 4 8
401	Brinklow - N. 4	377 10 0	103	47 12 4
395	Bromwich, Little - - N. 11	105 12 0	29	*b*
403	Budbrooke - Ch. 6	- - -	38	14 11 8
398	Bulkington, St. James' Ch. 5	609 0 0	150	87 1 4
407	Chesterton Ch. 3	- - -	21	10 12 6
398	Chilvers Coton N. *a*	104 0 0		
404	Claverdon - N.	240 0 0		
401	Clifton - on-Dunsmoor - N. 5	186 0 0	57	28 17 5
404	Combroke - 3	- - -	43	22 13 0
407	Compton (Fenny) - N.	*54 0 0		
162	Compton, Little - - P. 3	163 6 6	10	5 1 0
			8	1 13 4
162	Compton, Long, Infant - N. 6	- - -	92	45 16 8
			13	4 12 6
396	‡Corley Moor N.			
400	Coventry, Girls' Blue Coat - N. *c*			
400	Coventry, St. John's - N.	*120 0 0		
400	Coventry, St. Mary's, Red Lane, late St. Michael's Branch.			
400	Coventry, St. Mary's - R. 9	- - -	151	82 16 2
			60	24 18 4
400	Coventry, St. Michael's - N. 4	1,200 0 0	409	210 4 4
			59	15 2 6
400	Coventry, St. Osburg's - R. 9	- - -	111	40 11 4
400	Coventry, St. Nicholas' Place, Boys B.	*125 0 0		
400	Coventry, St. Peter's - N. 4	283 17 6	247	120 10 4
			17	4 19 2
400	Coventry, Trinity - N. 4	1,349 10 0	362	168 6 6
			16	5 6 8
400	Coventry Vicar Lane B. *d*	*200 0		
403	Cubbington - N. 8	220 0 0	102	50 18 4
395	Deritend, St. John's - N. 9	362 5 0	281	125 17 6
			37	11 4 2
401	Dunchurch - N.	*106 0 0		
	" "	50 5 0		

a School closed. *b* Grant refused under Article 51 *b*. *c* Removed from inspection.
d Grant repaid 1867.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	WARWICK—*cont.*	£ s. d.		£ s. d.
404	Eatington - N. 2	- - -	50	13 16 5
			34	8 2 0
393	Edgbaston - P. 10	- - -	155	82 10 8
393	Edgbaston, St. George's N. 10	182 0 0	212	107 14 2
393	Edgbaston, St. James' Ch. 6	782 17 6	366	167 1 4
			24	6 8 4
394	Edgbaston, St. Luke's - N. 10	516 6 8	899	176 16 2
395	Erdington, Infants - B.	100 0 0		
395	Erdington - R. 10	- - -	82	42 15 4
399	Exhall - N.			
401	Grandborough N.	54 10 0		
406	‡Halford - N.			
403	Hampton-on-the-Hill - R.			
401	Harborough Magna - N.	88 0 0		
407	Harbury - N. 8	306 0 0	68	32 0 0
407	Harbury, Wagstaffe Endowed 8	- - -	28	6 19 2
397	Hartshill - N. 4	148 10 0	68	25 16 11
405	Headless Cross N. 11	- - -	113	47 10 10
404	Henley in Arden - N. 6	95 0 0	46	44 0 4
404	Henley in Arden - B. 5	- - -	55	26 5 6
403	Hunningham Ch. 4	246 0 0	35	7 1 5
406	Ilmington - N.	308 0 0		
407	Itchington, Bishops - N.	*37 0 0		
407	Itchington, Long - - N. 7	502 0 0	87	37 1 2
403	Kenilworth, St. Austin's R.			
403	Kenilworth, St. John's - N. 7	212 0 0	99	57 1 8
403	Kenilworth (St. Nicholas), Girls and Infants - - N. 7	*57 0 0	87	48 0 0
	"	599 0 0		
399	Keresley and Coundon - N. 4	112 10 0	117	60 19 6
376	Kingsbury, Endowed - N. 1	57 13 10	59	14 15 0
405	Kinwarton and Great Alne - - N. 7	68 10 0	28	12 4 8
405	Kinwarton and Great Alne, Sunday -	*30 0 0		
394	Ladywood, St. John's N. 7	1,582 0 0	444	289 17 8
			29	6 4 2
394	Ladywood, St. John's, Infants, Ichnield Port Road Ch. 7	162 16 3	113	51 9 10
401	Lawford, Long P. 12	- - -	46	14 1 2
396	Lea Marston Ch. 1	- - -	100	49 7 6
403	Leamington B. 5	- - -	93	45 11 7
403	Leamington Priors - N. 11	1,100 0 0	202	79 0 6
403	Leamington, St. John's - N. 11	- - -	91	27 2 9
403	Leamington Priors - R.			
403	Leamington Priors - W. 5	- - -	111	57 6 4
403	Leamington, St. Mary's - N. 11	- - -	66	32 19 10
407	Lighthorne - N. 3	- - -	37	18 5 10
404	Loxley - - N. 3	10 10 0		
395	Lozells, St. Silas' - - N. 10	- - -	151	61 17 2
405	Mappleborough Green - N. 11	- - -	43	23 10 4
401	Marton - N. 3	212 0 0	44	5 17 8
396	Maxstoke - Ch. 12	- - -	32	*a*
	‡Mount Carmel - - R.			
407	Napton on the Hill - N. 3	64 0 0	32	18 4 0
398	Nuneaton (Abbey End), Infants - N.	241 0 0		
398	Nuneaton (Church Lane) - N. 5	618 0 0	253	121 6 10
403	Offchurch (Lady Aylesford's) - 8	- - -	41	24 9 11
			5	1 14 2
396	Pakington (Earl of Aylesford's) 8	- - -	50	24 12 4
408	Pailton - N. 5	373 0 0	81	39 17 2
400	Radford - B. 5	- - -	40	22 5 4
163	Ratley - - Ch.	117 0 0		
403	Rowington - N. 6	196 0 0	73	40 7 10
401	Rugby (Elborow's) - N. 5	29 19 0	169	79 12 8
401	Rugby - - R.			
401	Rugby (St. Matthew's District) New P.	275 0 0		
401	Rugby, St. Matthew's N. 5	174 10 0	340	180 3 0
401	Rugby, Trinity P. 5	- - -	227	120 12 2
401	Rugby - - W. 5	- - -	104	52 14 8
401	Ryton-on-Dunsmore - Ch. 5	196 8 0	50	24 13 5
395	Saltley, Reformatory.			
395	Saltley (Worcester Diocesan) Practising - 7	200 0 0	98	32 9 4
402	Shirley - - Ch. 6	*65 0 0	87	45 8 6
	"	221 2 6		
404	Snitterfield - N.	*100 0 0		
	" "	25 0 0		
402	Solihull, Lower, Free - - 6	- - -	47	*a*
402	Solihull, Palmer's Charity, Girls - - 6	- - -	99	48 12 2

a Grant refused under Article 52*a*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	WARWICK—*cont.*	£ s. d.		£ s. d.
407	Southam - Ch. 4	- - -	126	34 0 10
407	Southam Independent -	46 0 0		
398	Stockingford N. 5	604 5 0	74	35 19 8
407	Stockton - N. 11	55 4 4	94	52 0 0
399	Stoke - - N. 4	76 0 0	46	22 19 0
403	Stoneleigh - P. 11	- - -	53 *a* / 14	
406	Stowerton - N.	40 0 0		
404	Stratford-on-Avon - - B. 5	- - -	88	34 5 1
404	Stratford-on-Avon - - N. 2	311 11 8	280	124 19 8
401	Stretton-on-Dunsmore - N. 5	232 14 2	48	*b*
405	Studley - N. 11	*35 0 0	105	47 15 8
	„ „	339 12 4		
395	Sutton-Coldfield - - R.			
401	Thurlaston - N.	138 15 0		
406	Tysoe - - Ch. 6	554 0 0	146 / 19	60 1 8 / 2 9 2
399	Walsgrave-on-Sowe - - N. 4	10 10 0	40	17 15 6
404	Walton - Ch. 6	- - -	27	13 17 8
397	Warton - Ch.	267 0 0		
403	Warwick - B. 5	- - -	71	28 6 0
403	Warwick, High St. Chapel - B. 5	261 0 0	71	35 15 6
403	Warwick, St. Mary's - N. 6	*150 0 0	191	73 5 4
	„ „	167 0 0		
403	Warwick, St. Mary's and St. Paul's, Infants - N. 9	162 0 0	82	31 3 9
403	Warwickshire Reformatory.			
404	Wellesbourne Ch.	185 10 9		
403	Westwood - N. 11	- - -	49 / 4	27 11 6 / 0 10 0
406	Whichford - 6	- - -	64 / 22	30 6 10 / 7 6 8
376	Wilnecote - N.			
395	Wishaw - N.			
401	Wolston - Ch. 4	- - -	80 / 15	36 12 0 / 3 14 2
412	Wolvey - N. 5	*53 0 0	66	26 15 2
	„ - „	12 3 0		
404	Wootton Wawen - - N.	208 0 0		
404	Wootton Wawen - - R. 12	- - -	30	22 8 3
	WESTMORELAND.			
575	Ambleside - N. 5	281 15 0	125	34 2 7
573	Appleby, St. Laurence's B. 6	126 15 0	78	39 4 4
575	Barbon - P. 5	136 3 9	41	22 9 6
573	Bongate - N. 2	65 0 0	82	39 13 6
573	Brough - N. 2	- - -	102	45 17 6
575	Burnside Endowed - 5	- - -	117	54 12 4

a Grant refused under Article 52 *d*.

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	WESTMORELAND—*cont.*	£ s. d.		£ s. d.
575	Burton - Ch. 3	- - -	54 / 11	52 11 8 / 3 17 6
575	Casterton - N.	42 0 0		
574	Cliburn - 1	- - -	49	11 13 9
574	Clifton - - Ch.			
573	Dufton - B. 6	31 18 3	57	24 12 0
575	Endmore - Ch. 3	- - -	51	24 7 4
575	Firbank - Ch. 4	112 4 0	26	14 7 10
575	Grasmere - Ch. 5	- - -	34	16 13 4
575	Grayrigg - N. 5	32 0 0	68	28 0 0
575	‡Helsington - N.			
574	‡Helton - N.			
575	Holme - - N. 2	82 10 0	54	31 17 2
575	Kendal - N. 9	140 17 0	217	66 3 11
575	Kendal, Boys B. 5	*125 0 0		
	„ „	138 5 4	224	131 1 4
575	Kendal, Castle Street, Girls and Infants - B. 5	- - -	197	101 11 6
575	Kendal, Fellside - - B. 5	- - -	87	43 14 2
575	Kendal, Parish Ch., Day - 9	- - -	169	68 0 10
575	Kendal - U.			
575	Kendal, St. George's (Girls) - N. 9	243 10 0	68	24 13 0
575	Kendal, St. Thomas', Infants - - N.			
575	Kendal - W. 5	173 0 0	115 / 17	50 9 10 / 4 10 10
575	Kirkby Lonsdale - - N. 5	455 0 0	203 / 22	105 18 4 / 8 18 4
573	Kirkby Stephen - - N. 2	*45 0 0	52	24 4 2
573	Kirkby Thore N. 2	- - -	29	17 7 3
575	Langdale - Ch. 5	- - -	65	16 5 0
575	Levens - - Ch. 3	- - -	52	24 2 8
574	Martindale - N.	*27 0 0		
573	Marton, Long P. 2	- - -	41	22 17 0
575	Meal Bank - B. 5	- - -	63	42 16 0
573	Ormside - N.	35 0 0		
575	Staveley - N. 5	- - -	97	27 8 0
574	Strickland, Great - N. 1	- - -	43	2 17 6
573	Tebay - - N. 2	- - -	79	9 5 0
573	Temple Sowerby Ch. 1	12 0 0	36	16 11 4
575	Troutbeck - Ch. 5	- - -	41	*a*
573	Warcop - N.	144 0 0		
575	Windermere, St. Mary's (Applethwaite) N. 5	50 0 0	112	49 12 4
574	Yanwath - Ch. 2	- - -	70	37 15 6
	WILTSHIRE.			
121	Aldbourne - N. 2	306 0 0	64 / 52	26 9 10 / 18 10 0
263	Alderbury - N. 10	- - -	102 / 8	60 5 8 / 3 0 0

b No grant claimed.

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
256	Allcannings N. 3	26 14 8	63	33 0 8
262	Amesbury - N. 1	- - -	99	58 4 6
			16	8 3 4
260	Ashton - - Ch. 2	- - -	52	25 11 0
			21	7 9 2
259	Ashton, West N.	169 15 0		
255	Avebury - P.	40 0 0		
265	Barford, St. Martin's - N. 1	478 0 0	53	8 10 0
				a15 0 0
121	Bedwin, Great N. 2	- - -	112	48 8 9
			38	13 10 0
121	Bedwin, Little N. 2	328 0 0	59	24 11 8
			13	3 7 4
265	Bemerton - N. 1	- - -	71	35 18 4
255	Berwick Bassett - - N.	66 0 0		
253	Biddestone - N.	50 0 0		
250	Bishopstone (near Faringdon) - N.	126 0 0		
265	Bishopstone (near Salisbury) - - N. 1	129 8 6	64	32 18 4
265	Bower Chalke N. 1	40 0 0	43	23 16 8
254	Bowood - - 5	- - -	73	41 15 4
253	Box - - Ch. 5	- - -	93	65 6 8
258	Bradford, Parish Church - N. 11	*190 0 0	112	55 14 8
	„ - „	60 3 2		
258	Bradford, Ch. Ch. - N. 11	- - -	121	59 13 10
258	Bradford-on-Avon, Boys B. 3	- - -	42	8 1 2
258	Bradford-on-Avon - - B. 3	- - -	100	43 11 2
104	Bramshaw (Warren's), Girls - - N. 6			
259	Bratton - N. 11	50 0 0	36	17 6 0
259	Bratton - B. 2	95 19 6	62	30 1 10
254	Bremhill - N. 5	150 0 0	35	15 3 8
260	Brixton Deverell - N. *c*	*40 0 0		
265	Broad Chalke N. 1	251 0 0	71	33 17 10
			20	5 16 8
255	Broadtown - Ch. 11	205 0 0	26	3 3 8
256	Bromham - N.			
256	Bromham - B.			
258	Broughton Gifford - N.	90 13 4		
261	Burbage - N. 2	276 0 0	168	72 19 7
254	Calne, Boys and Girls - N. 5	45 0 0	193	100 14 0
			58	17 18 4
254	Calne (Lord Lansdowne's), Infants - 5	- - -	90	34 19 8
254	Calne, Middle, Endowed, Free Grammar. *c*			
254	Calne, the Guthrie Juvenile - 5	- - -	112	39 1 1
253	Castle Combe N. 5	- - -	141	67 8 4
			43	13 2 6

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
263	Charlton, All Saints - Ch. 1	- - -	39	19 4 2
252	Charlton Park N. 4	- - -	56	27 9 8
256	Cheverell, Great N.	50 0 0		
256	Cheverell, Little Ch. 3	- - -	29	13 2 6
266	Chilmark - N. 3	283 0 0	84	41 11 8
			22	8 3 4
121	Chilton (Folliatt) N. 2	- - -	70	24 11 3
			11	1 7 6
253	Chippenham N.	*170 0 0		
253	Chippenham B. 2	- - -	123	48 18 7
253	Chippenham U.			
253	Chippenham, St. Paul's - Ch. 5	776 0 0	150	80 12 0
256	Chirton - N.	40 0 0		
250	Chisledon - N.	70 0 0		
256	Chittoe - N.			
262	Cholderton - P. 1			
253	Christian-Malford - N. 5	- - -	92	50 15 2
118	Chute - - N. 7	336 0 0	73	35 12 6
			11	4 0 10
251	Clack (Lyneham) - - N. 4	198 12 0	57	26 12 9
			20	6 0 0
251	Cliffe Pypard Ch. 11	- - -	27	21 3 7
261	Collingbourne Ducis - - N. 2	340 0 0	88	37 12 1
261	Collingbourne-Kingston - Ch. 2	- - -	72	32 4 9
263	Combe Bissett - - N. 10	47 10 0	40	20 15 10
254	Compton Bassett - - N. 5	53 0 0	49	16 16 8
			14	4 13 4
253	Corsham - B. 2	*100 0 0	41	19 5 4
	„ - „	41 13 0		
253	Corsham, Pickwick District - N. 5	444 0 0	64	32 8 2
253	Corsham Side Ch. 5	215 15 0	62	36 7 2
260	Corsley - N.	150 0 0		
251	Cricklade - N. 11	108 0 0	67	50 1 11
				a21 5 0
251	Cricklade - B. 3	- - -	64	24 16 8
260	Crockerton - N. 2	- - -	48	26 9 10
252	Crudwell - N.	120 0 0		
103	Damerham - N. 1	260 0 0	66	27 16 4
			13	3 19 2
252	Dauntsey, Earl Danby's Endowed Free 4	- - -	50	40 12 4
			9	2 17 6
108	Dean, West Ch. 7	- - -	32	14 13 2
254	Derry Hill - N. 5	132 0 0	70	24 5 9
256	Devizes - B. 3	*140 0 0	148	74 8 4
	„ - „	52 10 0		
256	Devizes, Town (Sheep St.) N. 3	- - -	195	92 7 4
			30	8 11 8
256	Devizes, Town (Bridewell St.), Girls - N. *d*			
259	Dilton's Marsh N. 2	217 10 0	96	41 13 8
			42	12 3 4
259	Dilton's Marsh, Infant - B. 3	- - -	72	25 9 4
			44	11 3 2

a Retiring pension.
b Amalgamated with Bramshaw N.S., Hants.
c Removed from inspection.
d Amalgamated with Sheep Street N.S.

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
266	Donhead, St. Mary's - N.	*29 0 0		
263	Downton - N. 10	162 0 0	81	36 5 0
263	Downton, Boys - B. 5	244 6 8	76	27 1 4
263	Downton, Girls - B. 5	- - -	75	35 9 4
262	Durrington - P. 10	- - -	44	20 18 6
			18	5 18 4
256	Erchfont - N. 8	- - -	93	35 0 2
261	Everleigh - N.	70 0 0		
262	Figheldean - N. 1	- - -	53	21 5 0
263	Fisherton Anger N. 1	180 0 0	221	119 18 2
263	Fisherton - B. 12	- - -	63	27 6 10
266	Fonthill, Bishop - N.	37 10 0		
266	Fonthill Gifford - N.	41 0 0		
121	Fosbury - Ch. 2	- - -	51	21 18 1
265	Fovant - N. 1	105 0 0	62	33 4 2
			31	9 1 9
254	Foxham			
121	Grafton, East N. 2	- - -	103	47 16 10
			25	7 10 8
263	Grimstead, West - - N.	101 0 0		
253	Grittleton - Ch. 5	- - -	51	25 17 10
252	Hankerton - N. 4	52 0 0	33	10 2 9
263	Harnham, East - - Ch. 2	- - -	83	45 4 5
263	Harnham, West - - N. 10	120 0 0	29	15 17 8
254	Heddington N. 3	- - -	39	23 8 10
			25	9 14 2
260	Heytesbury N. 2	*150 0 0	161	73 5 4
	" - "	155 0 0	46	15 5 0
250	Highworth - N. 11	*100 0 0	132	91 10 1
			16	5 16 8
250	Highworth and Swindon - U.			
254	†Hillmarton - N.			
257	Hilperton - N. 11	70 0 0	54	27 2 10
266	Hindon - N. 3	- - -	87	50 15 0
255	Hinton (Broad) Endowed - N.	160 0 0	-	
250	Hinton, Little N.	65 0 0		
258	Holt - - N.	*40 0 0		
260	Horningsham N. 2	- - -	63	36 14 8
			26	9 16 8
252	Hullavington Ch. 4	- - -	59	31 3 4
260	Imber - - N.	*34 0 0		
267	Kingston Deverill - - N. 2	- - -	38	20 10 2
267	Knoyle, East N. 3	*31 0 0	70	35 4 2
	" "	17 17 2	10	3 0 0
			210	54 14 5
253	Lacock - N. 5	- - -	14	1 15 0
263	Landford - N. 1	45 0 0	63	33 9 2
253	Langley Fitzurse (late Kington Langley) - N. 5	116 0 0	40	21 0 10
			36	19 2 11
251	Latton - P. 11	- - -	4	1 5 0
263	Laverstock - N. 1	5 0 0	51	25 16 2
258	Limpley Stoke N. 11	75 0 0	39	20 1 8
260	Longbridge Deverill - N. 2	- - -	75	38 7 4
			41	14 7 6
118	Ludgershall N. 7	- - -	78	46 19 2
			22	4 8 6
266	Ludwell - N. 3	70 0 0	87	51 7 8
251	Lydiard Tregoz - - N.	257 12 0		
251	Lydiard Millicent - - N.	183 3 4		
251	Lyneham - N. 4	166 2 6	57	10 12 6
262	Maddington N. 1	- - -	44	20 1 6
267	Maiden Bradley - - N. 2	65 0 0	77	44 8 6
			6	2 5 0
252	Malmesbury, Juvenile and Infant - Ch. 4	- - -	246	126 0 10
252	Malmesbury and Westport - - Ch. 4	600 0 0	103	49 17 4
256	Marden - N.	25 0 0		
256	Market Lavington - N. 3	140 0 0	128	62 17 4
			24	7 11 8
255	Marlborough, St. Mary's - N. 4	395 0 0	142	73 5 10
255	Marlborough, St. Peter's N. 4	500 0 0	196	98 16 8
			85	29 9 2
103	Martin - - N. 10	123 0 0	47	23 12 10
257	Melksham - N. 11	181 4 4	216	108 7 8
257	Melksham - B. 7	64 6 8	87	47 11 0
257	Melksham - U.			
267	Mere - - N. 3	262 0 0	100	51 0 0
			47	11 0 10
252	Minety, St. Leonard's - N.	116 0 0		
258	Monkton Farley - - N. 11	- - -	42	18 14 10
261	Netheravon N.			
265	Netherhampton N. 10	- - -	30	1 10 0
253	Nettleton and Burton - N. 5	96 6 0	79	39 17 4
339	Newnton, Long N. 2	204 0 0	31	*a*
265	Newton, South N. 10	- - -	39	20 0 2
262	Newton Tony P. 10	73 0 0	51	26 11 10
260	Norton Bavant Ch.	20 0 0		
263	Nunton - N. 10	- - -	48	25 6 8
256	Patney - N.	*25 0 0		
261	Pewsey - N. 2	*75 0 0		
	" - "	19 12 10	155	57 3 6
261	Pewsey, St. John Baptist - - N.	171 5 0	15	3 1 10
253	Pickwick, N.S. *See* Corsham, Pickwick District, N.S.			
263	Pitton - - N. 1	- - -	64	25 10 2
107	Plaitford - N. 12	111 9 4	42	19 9 0
340	Pool Keynes N. 3	95 5 0		
251	Purton - N. 11	584 0 0	150	112 8 6

a Grant refused under Article 52 *d*.

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
263	Redlynch - N.			
259	Road Hill - N. 11	*60 0 0	47	23 8 10
256	Rowde - N. 3	- - -	88	48 0 4
			29	3 12 6
264	Salisbury, Infant School 10	- - -	87	40 19 0
264	Salisbury, Model for Girls - N. *a*			
264	Salisbury - U.			
264	Salisbury, St. Edmund's, Practising - N. 10	1,361 0 0	343	181 18 6
264	Salisbury, St. Edmund's Sunday - -	*40 0 0		
264	Salisbury, St. Martin's - N. 10	21 0 0	245	122 13 2
264	Salisbury, St. Thomas' - N. 10	479 0 0	144	88 9 4
264	Salisbury - W. 5	- - -	57	21 15 8
255	Savernake - N. 2	- - -	42	17 12 4
			10	1 5 0
253	Seagry - N. 5	50 0 0	19	8 13 1
257	Seend Girls' Ch.			
266	Semley - N. 3	123 0 0	53	29 13 10
257	Shaw and Witley - N.			
252	Sherston - N. 4	170 0 0	129	55 15 0
252	Sherston - B. 2	- - -	63	22 10 9
262	Shrewton - N. 1	- - -	33	14 6 8
340	Somerford Keynes - Ch. 3	214 0 0		
256	Southbroom N.	*50 0 0		
265	Stapleford - P. 1	- - -	24	12 16 0
257	Staverton - N. 11	- - -	76	36 6 4
259	Steeple Ashton - - N. 11	- - -	69	27 10 0
265	Steeple Langford - - N. 1	286 0 0	50	26 11 4
256	Stert - - N.	20 0 0		
254	Stockley - N.	175 0 0		
263	Stratford-sub-Castle - N. 1	37 10 0	38	22 9 2
250	Stratton, St. Margaret's N. 11	*35 0 0	71	43 18 7
257	Studley, St. John's - N. 11	381 0 0	45	21 2 6
253	Sutton Benger - - N.	42 0 0		
260	Sutton Veny Ch. 2	- - -	53	26 2 6
266	Swallowcliffe N.	45 0 0		
250	Swindon - N. 9	*85 0 0	111	71 0 5
	" "	47 0 0	—	543 15 0
250	Swindon, Old, " Infants - N. 9	- - -	85	37 10 5
250	Swindon, New, Free Christian Church Day 12	- - -	85	31 1 9
250	Swindon, New (Great Western Railway) N. 6	598 0 6	307	169 0 3
250	Swindon - W. 12	- - -	76	38 6 10
266	Tisbury - N. 3	429 0 0	130	71 2 2
			21	6 17 6
257	Trowbridge - N. 11	726 0 0	401	189 5 10
			173	48 15 10
257	Trowbridge - B. 3	- - -		
257	Trowbridge, Trinity - N. 11	*105 0 0	245	91 8 4
	" "	8 0 0	112	49 12 10
260	Upton Scudamore - - N.	*30 0 0		
250	Wanborough P.			
260	Warminster N. 2	*460 0 0	287	130 7 10
	" "	291 0 0	89	29 12 6
260	Warminster B. 2	*155 0 0	116	52 9 10
259	Westbury - N. 11	150 0 0	96	28 13 4
259	Westbury (Boys) B. 2	- - -	82	38 6 0
259	Westbury (Girls) B. 2	- - -	44	16 13 4
259	Westbury, Heywood House N. 11	- - -	81	40 7 4
259	Westbury, Leigh Ch. *c*		86	46 8 8
258	Westwood - N.	73 0 0		
263	Whiteparish N. 1	100 0 0	115	45 4 3
			29	10 0 10
265	Wilton - N. 10	- - -	236	107 4 10
265	Wilton Park N. 10	- - -	33	21 4 8
	Wilts, Reformatory.			
262	‡Winterbourne, Earl's - N.			
255	Winterbourne Monkton - P.	25 0 0		
262	Winterbourne-Stoke - N. 10	- - -	39	20 8 2
			32	11 10 0
263	Winterslow - N. 1	10 10 0	106	54 1 8
			13	1 12 6
251	Wootton Bassett - - N. 4	638 0 0	154	66 10 2
			21	8 12 6
251	Wootton Bassett - - B. 2	348 0 0	130	50 19 1
261	Wootton Rivers N. 2	90 0 0	84	40 1 11
			9	3 12 6
258	Wraxall, South N.	37 10 0		
265	Wylie - - N.	*45 0 0		
253	Yatton Keynell - - Ch. 5	- - -	34	14 2 5
			8	2 15 0
267	Zeals - - N. 3	42 0 0	38	25 11 7
	WORCESTERSHIRE.			
386	Abberley - P. 6	292 0 0	60	27 15 8
392	Alvechurch - N. 2	317 0 0	81	35 11 4
386	Areley King's *N.*	55 0 0		
389	Badsey and Wickhamford N.	125 16 0		
393	Balsall Heath, St. Paul's - N. 6	1,270 0 0	257	103 4 2
391	Barbourne, St. Stephen's Ch. 9	254 0 0	135	67 11 8
393	Bartley Green N.	*50 0 0		
392	Belbroughton N. 5	- - -	92	50 3 6
389	Bengeworth N. 11	200 0 0	127	66 12 2
			25	8 17 6
388	Berrow - N.	*45 0 0		
384	Bewdley - N. 5	65 3 4	51	*d*

a Closed since 1862. *b* Retiring pension. *c* Removed from inspection.
d Grant refued under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	WORCESTER—*cont.*	£ s. d.		£ s. d.
355	Bawdley, Far Forest - N. 10	60 0 0	37	18 9 0
388	Birts Morton N.	78 0 0		
406	Blockley - B. 2	- - -	53	23 18 10
406	Blockley, Upper Ch. 11	- - -	150	79 9 0
			16	4 3 4
390	Bredicot - N.	142 16 6		
389	Bretforton - N.	75 0 0		
386	Broadheath N.	*18 0 9		
386	Broadwas - Ch.	62 13 9		
389	Broadway - N. 11	150 0 0	108	53 2 10
389	Broadway, St. Mary's - R. 5	- - -	71	40 6 6
392	Bromsgrove N. 2	*200 0 0	270	135 5 4
			46	11 5 0
392	Bromsgrove, The Lickey N. 4	295 0 0	95	60 19 2
			12	3 11 8
392	Bromsgrove - B. 2	- - -	82	36 15 10
392	Bromsgrove, Park Place R.			
388	Bushley - P. 3	- - -	48	25 15 8
388	Castle Morton N.	102 0 0		
391	Claines - N. *a*	*100 0 0		
391	Claines, St. George - N. 11	*123 0 0	150	51 9 4
389	Cleeve Prior Ch.	106 0 0		
392	Clent - - N. 6	- - -	40	22 0 0
392	Clent, Infant 6	- - -	48	10 12 6
386	Clifton-on-Teme - - N. 6	100 0 0	53	16 16 11
386	Cowleigh, St. Peter - Ch. 10	- - -	65	19 17 0
			16	1 0 0
383	Cradley - N. 5	1,092 0 0	135	72 7 0
			46	16 5 0
383	Cradley - W. 1	- - -	85	36 19 0
391	Crowle - N. 6	188 0 0	57	30 4 4
391	Cutnall Green Ch. 7	153 6 3	62	7 8 4
391	Dodderhill - N.	146 0 0		
391	Droitwich, Coventry Charity - N.			
391	Droitwich, St. Peter's - N. 11	293 8 6	283	150 8 8
			44	13 3 4
382	Dudley - B.	*400 0 0		
382	Dudley, Holly Hall - - 7	- - -	303	158 5 0
			120	44 5 0
382	Dudley, St. Edmund's - N.	450 0 0		
382	Dudley, St. James' - N. 7	150 0 0	72	41 10 2
382	Dudley, St. John's - N. 7	395 0 0	151	72 14 8
			24	5 13 4
382	Dudley, St. Thomas' - N. 7	867 0 0	96	47 2 10
			20	7 15 0
382	Dudley - W. 1	432 0 0	136	71 5 10
388	Eldersfield - N. 1	224 0 0	18	*b*
342	Evenload - N.	28 0 0		
389	Evesham, All Saints, and St. Lawrence N. 10	275 0 0	196	105 16 0
			29	11 5 10
389	Evesham - B. 12	160 0 0	120	49 10 4
			12	4 6 8
405	Feckenham - N. 10	801 8 0	91	40 9 3
392	Finstall - N.	65 0 0		
386	†Grimley - N.			
388	Guarlford (late Malvern, Great, St. Mary's, Barnard's Green) - N.	127 16 11		
392	Hagley - N. 5	- - -	105	55 4 0
			9	2 15 10
392	Hagley, Infants - - N. 5	85 0 0		
383	Hales Owen N. 6	285 0 0	343	179 12 4
		522 6 3		
383	Hales" Owen " (Quinton), Ch. Ch. - N. 6	160 0 0	81	47 5 2
386	Hallow, Endowed - N. 11	358 0 0	82	*b*
391	Hanbury - N. 10	254 0 0	71	31 6 6
391	Hanbury, Broughton Green - N.	80 0 0		
389	Harvington - N.	59 0 0		
386	Holt and Whitley - N.	*30 0 0		
405	Inkberrow - N. 3	112 10 0	62	25 6 0
384	Kidderminster, New Meeting House Charity - 2	67 0 0	179	70 13 2
			17	5 5 10
384	Kidderminster, St. George's N. 5	275 13 4	352	183 1 8
384	Kidderminster, St. John the Baptist's N. 5	203 3 4	246	133 1 4
			16	9 0 0
384	Kidderminster, St. John's, Girls - - N.			
384	Kidderminster, St. Mary's - N. 5	83 6 8	273	136 13 0
			57	22 9 2
384	Kidderminster, St. Mary's (Mill Street) Infants - N.			
393	King's Heath, Infant. *See* Moseley, King's Heath, Infant.			
393	King's Norton N. 4	205 10 0	48	20 10 6
393	King's Norton, Strutley St. Branch - 4	- - -	68	32 10 10
			9	1 19 2
386	Leigh Sinton N. 1	- - -	57	19 1 0
388	Longdon, Endowed - N. 3	116 0 0	42	4 12 6
			5	0 12 6
383	Lye - - N. 6	531 16 0	377	172 4 8
			87	32 2 6
383	Lye (Stamber-Mill) - N. 6	280 0 0	103	49 13 2
			32	10 8 4
388	Malvern, Great, New Par. - Ch. 11	1,293 0 0	154	80 5 8
388	Malvern, North - Ch. 10	- - -	126	50 11 1
386	Malvern, Link - -N. 11	75 0 0	72	31 6 8

a Removed from inspection.

b Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	WORCESTER—*cont.*	£ s. d.		£ s. d.
386	Malvern, Link Day - - 12	- - -	78	38 13 6
388	Malvern Wells, St. Peter's - N.	*50 0 0		
386	Martley - N. 6	144 0 0	30	*a*
405	Moreton Abbots - - N.	20 0 0		
393	Moseley - N. 4	- - -	115	55 11 8
393	Moseley, King's Heath, Infants.			
382	Netherton - Ch. 7	- - -	343	144 15 4
			22	8 5 0
406	Newbold-on-Stour - N. 7	93 0 0	53	11 15 0
393	Northfield - N.	*100 0 0		
390	Norton juxta Kempsey - P. 10	- - -	57	27 11 8
			10	1 5 0
389	Offenham - N.			
381	Oldbury - N. 6	*75 0 0	349	163 4 2
	" - "	544 10 0	69	23 10 10
381	Oldbury (Chance's) - N. 6	340 0 0	227	126 9 4
			67	26 7 6
381	Oldbury, Road End, Branch.			
381	Oldbury, Tat Bank, Infants - - N. 6	331 0 0	84	40 17 0
381	Oldbury - W. 2	- - -	276	128 0 6
345	Overbury - Ch.			
387	Oxford, Worcester, and Wolverhampton Railway (at Worcester) B. *b*			
390	Pershore - N. 10	212 0 0	190	87 12 10
390	Pershore - B. 12	- - -	68	29 4 0
			10	3 15 0
388	Powick - N. 11	*60 0 0	98	51 13 0
	" - "	26 0 0		
388	Powick, Bastonford Branch - N. 11	- - -	45	16 17 1
381	Quinton, National. *See* Hales Owen, the Quinton, Ch. Ch. - N.			
392	Redditch - N. 4	711 0 0	265	123 6 6
			77	25 1 7
392	Redditch - W. 2	713 0 0	249	123 5 4
385	Redmarley - N.	64 0 0		
388	Ripple - - N.	120 0 0		
385	Rochford - N.	89 0 0		
355	Rock - - Ch. 4	- - -	31	13 9 0
392	Romsley - N.	63 0 0		
391	Salwarpe - N. 10	- - -	63	18 5 10
389	Sedgeberrow N.	40 0 0		
393	Selly Oak N. 4	606 10 0	79	42 1 1
386	Shelsley, Woodbury Hill Reformatory.			
406	Shipston-on-Stour, Boys N. 7	- - -	47	*a*
406	Shipston-on-Stour, Girls N. 7	84 15 0	76	38 7 10
386	Shrawley - N. 5	- - -	35	14 14 6
393	Sparkbrook - N. 6	764 0 0	115	44 2 4
402	Spark Hill - Ch. 3	- - -	59	25 19 2
335	Staunton - N. 1	165 2 6	44	11 11 11
392	Stoke Prior - N. 4	*100 0 0	78	10 2 6
	" - "	50 8 9		
383	Stourbridge, St. John's - N. 7	327 5 0	202	110 6 10
			19	6 10 10
383	Stourbridge N. 7	492 18 3	183	101 5 6
			25	9 17 6
383	Stourbridge (New Road) W. 1	- - -	28	10 3 8
383	Stourbridge (Wollaston Road) - B.			
384	Stourport (or Lower Mitton) - N. 5	259 6 8	210	98 12 0
383	Swinford, Old N. 7	1,004 0 0	163	74 17 11
			16	7 0 0
392	Tardebigge - N. 4	- - -	68	37 8 6
385	Tenbury - N. 4	414 0 0	97	43 10 6
388	Upton-on-Severn - N. 11	672 0 0	216	71 5 10
390	Whittington Ch.	146 0 0		
386	Wichenford N.	67 0 0		
386	Witley - - N. 6	- - -	55	25 14 4
383	Wollaston - N. 7	- - -	303	161 10 6
			19	7 9 2
387	Worcester, All Saints' N. 9	250 0 0	164	70 5 4
			22	6 3 4
387	Worcester, St. Andrew's N.	*200 0 0		
387	Worcester, St. Clement's N. 11	276 0 0	221	118 15 10
			16	6 0 0
387	Worcester, St. George's R. 5	- - -	113	2 15 0
387	Worcester, St. John's - N. 11	278 18 0	233	117 8 8
387	Worcester, St. Martin's - N. *c* 10	*250 0 0	141	72 12 0
	" " "	144 12 6		
387	Worcester, St. Martin's, Infants - *c* 10	- - -	192	90 12 7
			27	7 4 4
387	Worcester, St. Nicholas' - N. 11	- - -	106	52 12 0
387	Worcester, St. Paul's - N. 11	471 19 4	163	64 11 1
387	Worcester, St. Peter's, Boys - - N. 10	- - -	106	54 8 0
			36	9 5 0
387	Worcester, St. Peter's (Diglis St.), Girls and Infants - N. 10	689 16 4	400	198 13 6
			73	26 15 5
387	Worcester, Sansome's Place - - N. 10	82 11 0	138	74 8 2
387	Worcester - W. 12	- - -	79	37 15 0
384	Wribbenhall N. 5	12 16 8	49	22 1 10

a Grant refused under Article 52 *d*.
b School closed.
c After 1867 these two schools will be amalgamated.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	YORKSHIRE.	£ s. d.		£ s. d.
514	Aberford - N. 3	- - -	67	34 18 10
526	‡Acklam - N.			
504B	Ackworth - B. 6	- - -	40	16 11 0
504B	‡Ackworth, Girls - - N.			
504B	Ackworth (Lowther's Hospital), Boys - - N. 5	- - -	72	35 0 10
504B	Ackworth, Low (Mr. Howard's), Girls - - 6	- - -	58	11 2 11
492A	Acomb - N. 3			
489	Addingham N. 3	215 14 6	100 59	58 10 4 16 7 6
510	Adwick-le-Street - N. 1	*60 0 0	34	15 0 0
534	Ainderby Steeple - N. 3	267 12 0	66	33 17 10
492A	Aldborough Ch.			
492A	Aldborough and Boroughbridge - N. 3	632 10 0	131	68 14 10
491	Aldfield - N. 2	- - -	76	33 14 8
530	Allerston - N.	*20 0 0		
530	Allerston - B.	8 1 6		
499	Allerton - N.	*73 0 0		
499	Allerton - B. *a*	200 0 0	153	95 2 2
492A	Allerton Mauleverer R. 11	- - -	21	9 9 4
497	Almondbury, Central - N. 6	379 6 0	117	42 17 8
497	Almondbury, Lower Houses - N.	140 0 0		
497	Almondbury W. 9	- - -	74 44	28 5 4 14 15 0
503	Alverthorpe - and Flanshaw - - N. 2	246 11 6	102	59 18 10
529	Ampleforth - N. 5	15 0 0	55	26 10 6
436	Anston - Ch.			
529	Appleton-le-Moors - N. 6	- - -	27	8 10 1
514	Appleton Roebuck - N. 1	- - -	63	29 0 0
505	Ardsley - N. 2	237 14 0	76	32 12 4
497	Armitage Bridge - N. 6	- - -	81 35	51 5 4 13 0 10
510	Askern - N.			
515	Askham Bryan - N.	179 0 0		
509	Aston - N. 11	138 0 0	43	9 15 2
508	Attercliffe, Boys - - N. 6	322 0 0	115	34 13 5
508	Attercliffe, Girls and Infants - N. 6	- - -	230	90 4 2
522	‡Atwick - N.			
509	Aughton - 11	- - -	23	10 9 6
496	Austerlands N. *b*	60 0 0	74	48 16 4
537	Aysgarth - N. 12	- - -	67	36 13 4
533	Ayton, Great B.	140 0 0		
493A	Baildon - N. 10	150 0 0	88	37 17 4
499	Bailiff Bridge B. 9	- - -	82	45 14 10
510	Balby and Hexthorpe N. 1	- - -	69	22 14 6
491	Baldersby - N. 2	- - -	54	23 4 8
499	Bankfoot, St. Matthew's N. 2	201 13 4	198 52	101 3 8 14 0 0
514	‡Bardsey, Endowed - N.			
516	Barmby Moor N. 1	277 0 0	51	35 6 8
517	Barmby-on-the-Marsh N.	*55 0 0		
510	‡Barmburgh N.			
489	Barnoldswick N. 4	*150 0 0	99	60 9 4
489	" W. 6	17 0 0 542 12 0	129	72 15 0
505	Barnsley - N. 7	140 8 2	220 12	97 8 0 1 15 0
505	Barnsley, Holyrood - B. 9	1,124 8 0	242	133 18 4
505	Barnsley, St. George's - N. 7	- - -	310 21	134 10 10 5 4 2
505	Barnsley, St. John's - N. 7	260 0 0	269 29	86 19 2 7 12 6
505	Barnsley, St. Mary's - N. 7	118 0 0	243	118 8 0
505	Barnsley - W. 6	444 0 0	185	85 8 8
540	Barton - N. 3	310 0 0	59	19 9 10
526	Barton-le-Willows - N. 5	- - -	28	22 9 1
514	Barwick-in-Elmet - N. 3	210 0 0	68	36 17 0
502	Batley, Carlinghow - N. 4	140 0 0	101 10	48 16 6 2 16 8
502	Batley (near Dewsbury) N. 4	676 0 0	126	67 5 10
502	Batley - - W. 9	616 17 6	196	80 18 4
502	Batley Carr N. 2	406 0 0	231	83 18 0
502	Battyeford - N. 11	- - -	90	42 11 0
502	Battyeford, Ch. Ch. (in Mirfield), Boys N.	332 0 0		
510	Bawtry - P. 2	- - -	76	33 4 10
510	Bawtry - W. 4	- - -	42	14 15 2
535	Bedale - N. 4	188 0 0	120	53 5 0
523	Beeford - N. 6	42 10 0	58	26 3 4
500	Beeston - N. *a*			
493A	Ben Rhydding Pres. *a*			
510	Bentley-in-Arksey - N.	37 0 0		
518	Beswick and Watton - N. 11	132 0 0	41	16 13 2
518	Beverley Beckside, Infant - N. 2	86 0 0	71	22 19 5
518	Beverley Minster - N. 2	300 0 0	141 23	78 6 8 9 13 4
518	Beverley Minster, Girls - N. 2	- - -	113	45 16 4
518	Beverley Minster, (Moorgate) Infants 2	- - -	112	47 2 10
518	Beverley, North Bar Street R. *a*			
518	Beverley, St. Mary and St. Nicholas' - N. 2	219 0 0	150	56 15 5

a School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
518	Beverley - W. 11	245 8 9	208	115 18 8
518	Beverley, Wood Street - N.	100 0 0		
499	Bierley - N. 1	- - -	181	92 6 10
499	Bierley Sticker Lane - - N.		20	7 16 8
533	Bilsdale, Lord Feversham's 6	- - -	30	14 6 8
494	Bingley - N. 7	79 0 0	226	94 0 5
494	Bingley - W. 5	826 0 0	49	13 10 10
526	Birdsall, Lord Middleton's 4	- - -	296	184 11 0
502	Birkenshaw N.	*120 0 0	26	15 0 8
	" - "	328 7 6		
499	Birkenshaw, Hunsworth N. 5	314 4 0	22	10 13 10
502	Birstal - N. 1	393 18 6	15	3 12 6
502	Birstal - W. 9	345 15 0	169	70 0 10
490	Birstwith - Ch. 11	- - -	183	75 16 10
491	Bishop Monkton - - N. 2	72 0 0	63	39 14 2
515	Bishopthorpe, Archbishop of York's - N. 3		39	23 4 10
516	Bishop Wilton - - Ch.			
498	‡Black Dike Mills, Even.			
506	Bolsterstone N. 11	200 0 0	40	15 18 2
499	Bolton (Calverley) near Bradford - N. 4	309 6 0	71	30 13 1
510	Bolton-on-Dearne - N.	54 0 0		
497	Boothbanks N. 1			
514	Boston, Clifford, and Bramham - W. 3	163 17 6	77	43 5 4
514	Boston Spa - N. 11	355 0 0	107	50 10 0
499	Bowling, St. John's - N. 1	- - -	235	101 19 0
			29	9 2 6
499	Bowling, St. Stephen's - N. 3	226 7 6	118	71 12 2
489	Bracewell - N. 3	52 19 0	24	5 17 0
499	Bradford, All Saints' - N. 3	- - -	136	71 3 4
499	Bradford, Borough, West B. 4	458 0 0	300	134 19 8
499	Bradford, Bowling, Essex Street - B. 7	- - -	153	72 13 4
499	Bradford, Broomfield's Industrial -	763 0 0		
499	Bradford, Ch. Ch. - - N. 3	454 10 0	190	86 11 6
499	Bradford, Daisy Hill - N.	300 0 0		
499	Bradford, Low Moor - N. 3	- - -	135	70 17 4
499	Bradford, Hill Top, Low Moor, Infts. N. 3	255 10 0	107	49 4 10

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
499	Bradford, Lister Hills, Independent Chapel - - 6			
499	Bradford, Manchester Road, Model Factory - - N. 3	1,975 0 0	438	238 3 6
			42	15 5 0
499	Bradford, Messrs. Walker's Factory - - N. 3	- - -	216	143 2 0
			15	3 16 8
499	Bradford, New Leeds - N. 1	357 0 0	228	84 12 4
499	Bradford, Richmond Terrace - W. 4	394 2 6	110	47 3 9
499	Bradford, St. Andrew's - N. 3	1,194 0 0	317	197 14 6
			100	40 6 8
499	Bradford, St. James' - N. 3	- - -	271	131 3 10
499	Bradford, St. Joseph's - R. 10	- - -	123	75 13 8
499	Bradford, St. Jude's - N. 3	474 10 0	189	120 15 2
499	Bradford, St. Marie's - R. 10	- - -	483	240 11 7
			317	127 12 7
499	Bradford, St. Patrick's - R. 10	622 0 0	405	243 18 2
499	Bradford, Stott Hill - N. 3	- - -	236	134 6 4
499	Bradford, Tong Street N 3	- - -	58	25 9 7
			4	0 10 0
499	Bradford, White Abbey Road W. 4	- - -	285	141 8 0
527	Brafferton - N. 3	440 0 0	100	56 17 0
514	Bramham - Ch. 3	- - -	77	34 0 10
500	Bramley (Leeds) - N. 9	398 0 0	205	89 17 0
			18	3 15 0
500	Bramley (Leeds) - W. 3	- - -	176	92 7 8
509	Bramley, near Rotherham N.			
500	Bramley Whitcote - N.	125 0 0		
509	Brampton Bierlow - N. 5	- - -	176	68 18 10
509	Brampton Bierlow, Infant - 5	- - -	45	22 0 0
527	Brandsby - Ch. 4	- - -	20	2 13 3
518	Brantingham-cum-Ellerker - - N. 2	70 0 0	54	33 3 4
526	Brawby - N.	66 0 0		
505	Bretton, Monk - N. 5	200 0 0	120	63 9 10
503	Bretton, West - N. 7	- - -	66	33 14 0
524	Bridlington N. 6	178 5 0	251	116 10 0
524	Bridlington, Infants - N. 6	400 0 0	76	38 10 10
524	Bridlington Quay, Inft. N. 6	- - -	93	38 2 4
524	Bridlington Quay Ch. Ch. N. 6	330 0 0	66	30 14 2

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
524	Bridlington Quay - - B. *a*	*100 0 0		
524	Bridlington Quay - - W. 5	17 11 0	55	20 9 4
498	Brighouse - N. 4	*150 0 0	302	152 12 2
	" - "	369 7 6	57	19 2 6
497	Brockholes - N. 6	*64 0 0	53	31 4 8
534	Brompton - B. 5	190 0 0	91	37 4 8
			16	4 6 8
517	Broomfleet - N.			
532	Brotton - N. 5	- - -	41	5 6 3
489	Broughton - R. *b*			
539	Brompton-on-Swale - N. 3	- - -	39	20 13 4
489	Buckden - Ch. 9	- - -	41	8 12 10
526	Bulmer, Lord Carlisle's - Ch. 5	- - -	32	17 14 8
			15	5 4 2
500	Burley, near Leeds - N. 5	353 0 0	126	61 1 10
493A	Burley in Wharfdale, (near Otley) N. 10	30 4 10	72	35 19 0
			13	3 12 6
493A	Burley Township - - B. *c*			
501	Burmantofts, St. Stephen's N. 6	559 0 0	265	100 4 8
535	Burneston, Endowed - N.	70 0 0		
497	Burnlee, Inft. N. 1	100 0 0		
524	Burton Agnes, Boys - - N.	*48 0 0		
524	Burton Agnes, Girls - - N.			
518	Burton, Bishop - Ch. 1	291 0 0	56	20 3 4
518	Burton Cherry - Ch. 1	- - -	36	4 14 8
536	Burton Constable - N. 3	- - -	24	13 12 6
536	‡Burton Constable - R.			
526	Burythorpe - N.			
501	Bushy-thorpe - N. 9	918 0 0	206	95 17 4
			154	31 10 6
499	Buttershaw N. 2	- - -	25	8 12 6
	Calder Farm Industrial Reformatory.		*d*	
539	Caldwell - Ch. 3		78	34 13 4
499	Calverley - N. 4	- - -	14	6 0 0
499	Calverley, New, Infants - N. 4	270 0 0	55	24 16 2
499	Calverley - W. 2	- - -	70	34 18 0
510	Campsall Norton - Ch. 1	295 6 6	39	17 12 0
510	Cantley - N.	88 0 0		
510	Carcroft (in Owston) - N. 1	53 0 0	45	24 1 10
489	Carleton, Girls - - N. 4	- - -	78	26 18 9
513	Carlton - R. *e*			
536	Carlton in Coverham - N.	*55 0 0		
513	Carlton in Snaith - Ch. 3	- - -	88	45 17 6
528	Carlton Miniott - N.	73 10 0		
535	Carthorpe Village, Mixed - 10	- - -	60	33 3 10
			10	4 0 0
504A	Castleford - N.	*39 0 0		
504A	Castleford - W. 6	396 0 0	168	87 12 8
	Castle Howard Reformatory.			
522	Catwick - N. 2	45 0 0	28	13 14 10
517	Cave, North, Boys - - N. 2	- - -	43	26 17 4
517	Cave, North, Girls - - N. 2	- - -	71	40 4 6
517	Cave, North W.			
518	Cave, South, Mrs. Barnard's, Girls - - 2	- - -	42	23 3 2
518	Cave Cross, South - Ch. 2	- - -	35	22 10 8
513	Cawood.			
506	Cawthorne - N. 8	- - -	65	36 3 0
498	Charlestown, St. Thomas' N. 10	452 0 0	172	89 5 8
			60	16 8 4
497	Choppards in Holmfirth - N.	*80 0 0		
516	Church Catton P.			
514	Church Fenton - - N. 1	*40 0 0	33	12 17 6
		12 6 0		
488	Clapham - Ch. 3	- - -	64	31 16 0
499	Clayton - N. 2	627 0 0	169	100 6 6
			65	19 14 2
499	Cleckheaton N. 1	*200 0 0	243	120 9 4
	" - "	367 12 0		
499	Cleckheaton B.	*175 0 0		
514	Clifford - N.			
514	Clifford, St. Edward's - R. 11	- - -	33	18 5 0
514	Clifford, St. Joseph's - R. 11	- - -	72	39 15 10
			26	12 0 0
515	Clifton - N.	33 0 0		
532	Coatham - Ch. 2	- - -	99	45 13 6
498	Coley - - N. 12	225 0 0	87	54 19 6
498	Coley, North Owram, Infants - - Ch. 11	- - -	54	29 13 3
510	Conisborough, Infants - N.			
489	Coniston, Cold - - Ch. 3	- - -	36	21 10 6
489	Cononley - N. 4	110 0 0	38	23 17 0
519	Cottingham N. 12	*100 0 0	155	71 18 7
			—	1 0 0
497	Cowcliffe and Netheroyd Hill - - N. 6	297 0 0	45	20 15 4
489	Cowling, Cross Hills - - N.	192 0 0		
534	Cowton, East N. 2	50 0 0	63	23 5 0
527	Coxwold - Ch. 4	- - -	67	31 6 10
535	Crakehall - N. 3	- - -	44	18 5 3
527	Crayke - N. 4	- - -	51	25 5 4
503	Crigglestone Ch. 4	- - -	81	43 19 6
			11	4 2 6
540	Croft - - N. 2	184 2 6	98	47 16 2

a School not existing. *b* Removed from inspection. *c* School pulled down.
d School not inspected in 1867. *e* School discontinued.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
507	Crooke's Endowed - 7	- - -	240	128 11 0
497	Crosland Moor, Methodist - F.C. 9	- - -	139	56 15 2
			22	6 6 8
497	Crosland, South - N. 1	*115 0 0		
507	Cross Pool - N.			
495	Cross Stone N. 12	286 10 0	120	64 8 6
494	Cullingworth N.	152 0 0		
494	Cullingworth W. 6	722 0 0	124	61 18 10
			35	6 10 10
491	Dallowgill - N. 2	- - -	26	13 2 2
539	Dalton-in-Kirby-Ravensworth - N.	*37 0 0		
	" " - "	45 0 0		
528	Dalton-in-Topcliffe - N.			
523	Dalton, North N. 1	- - -	51	27 16 6
532	Danby - - N. 5	- - -	101	54 4 10
505	Darfield - N.	116 19 11		
490	Darley - - B. 3	- - -	34	17 9 0
508	Darnall - N.	*144 0 0		
504A	Darrington - N. 5	234 6 0	58	27 13 4
506	Deepcar - N. 11	226 0 0	54	25 3 2
			25	8 15 10
506	Denby - - N. 11	261 5 0	70	33 3 0
			37	13 2 6
499	Denholme Gate - - N. 2	220 10 0	149	96 10 8
			11	1 7 6
487	Dent - - N. 3	210 13 4	68	36 3 8
502	Dewsbury - N. 4	919 0 0	309	150 12 4
502	Dewsbury Moor - - N. 4	- - -	82	39 13 0
502	Dewsbury Moor, Sunday -	*110 0 0		
502	Dewsbury - R. 10	- - -	123	65 4 2
			105	55 15 6
502	Dewsbury, West Town N. 4	670 18 6	169	86 2 4
			12	4 8 4
491	Dishforth - N 2	- - -	39	3 17 0
496	Dobcross - Ch. 10	- - -	91	38 7 8
			35	10 19 2
505	Dodworth, Girls and Infants N. 7	253 9 4	78	37 3 2
505	Dodworth, Town, Boys N. 7	- - -	120	35 1 6
			23	6 10 10
510	Doncaster - N. 5	270 0 0	226	99 4 6
510	Doncaster - B. 4	*300 0 0	333	159 2 6
	" - "	194 10 0	—	*a*30 0 0
510	Doncaster, Ch. Ch. - N. 5	500 10 0	337	169 10 10
510	Doncaster (Gt. Northern Railway Company's) N. 5	- - -	418	193 15 8
510	Doncaster - R. *b*			
489	Draughton - N. 3	100 0 0	36	20 15 0
523	Driffield - N. 4	672 15 0	213	132 13 8
515	Dringhouses, St. Edward's N. 3			
519	Drypool - Ch. 10	692 10 5	399	194 5 0
526	Duggleby - N. 4	- - -	42	24 12 11
515	Dunnington N. 3			
492A	Dunsforth - N.	209 0 0		
502	Earl's Heaton N. 2	314 15 0	97	53 1 6
521	Easington (near Hull) N. 11	281 2 0	41	17 5 0
532	Easington (nr. Redcar) N. 6	*28 0 0	45	20 19 8
527	Easingwold N. 2	94 10 0	70	37 3 10
527	Easingwold - W. 2	- - -	64	34 14 0
499	Eastbrook - W. 4	- - -	302	139 3 2
512	Eastoft - N.	82 10 0		
517	Eastrington N.	98 10 0		
494	Eastwood, St. Mary's - N. 10	432 0 0	115	118 4 9
507	Ecclesall - N. 7	*100 0 0	101	44 16 6
	" - "	254 0 0		
507	Ecclesall, Greystones N. *c*	-		
507	Ecclesall, Parsonage, Girls - Ch.			
506	Ecclesfield, Feoffees - 1	- - -	89	39 2 10
506	Ecclesfield, High Green B. 10	438 0 0	244	127 9 10
506	Ecclesfield, Parson Cross N. 8	147 18 9	125	55 17 2
506	Ecclesfield, Rawson's, Infants.			
506	Ecclesfield, Shire Green, (Pismire Hill) N. 1	205 8 0	59	28 3 0
499	Eccleshill - N. 2	196 4 5	99	46 18 0
493A	Eccup - N.	76 0 0		
498	Elland - N. 12	543 19 8	257	181 18 8
			94	24 1 8
498	Elland Edge N. 12	- - -	72	33 2 10
			32	10 15 0
504B	Elmsall, South - W. 6	323 10 0	69	28 19 4
505	Elsecar - N. 7	222 0 0	186	79 5 2
			37	11 17 6
489	Embsay - N. 4	183 0 0	92	44 16 10
515	Escrick - N. 3			
532	Eston Junction - 4	- - -	70	30 18 4
518	Etton - - N. 2	292 0 0	39	19 7 10
518	Etton, Inft. N.	91 0 0		
516	Fangfoss - N. 1	- - -	26	11 13 2
529	Farndale - Ch. 6	- - -	19	10 14 0
493B	Farnley - N. 5	336 0 0	71	32 18 6
500	Farnley Iron Works - N. 6	- - -	314	157 11 2
			101	32 7 6
497	Farnley Tyas N. 4	- - -	58	27 13 10
499	Farsley, St. John's - N. 4	502 17 0	118	50 4 8
499	Farsley, Wesleyan, Free Ch. 3	- - -	91	35 18 4
			72	34 15 4
525	Filey - - N. 6	- - -	25	9 15 10
525	Filey - - W. 5	663 0 0	143	74 11 10
524	Flamborough N. 6	100 0 0	77	35 13 6
503	Flockton - N. 7	300 0 0	83	42 19 10
			16	6 10 0
503	Flockton (Manor House) B. *d*			

a Retiring pension. *b* School closed. *c* Merged into Ecclesall N.S. *d* School not existing.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
526	Foston - - N. 5	25 0 0	49	27 2 6
523	Foxholes - P. 5	- - -	51 *a*	
533	Fremington Endowed - Ch. 3	- - -	55	18 19 2
516	Friday Thorpe N.	26 0 0		
523	Frodingham North - N. 4	137 5 0		
515	Fulford, Mixed 11	35 0 0	92	38 9 2
507	Fulwood - N.	45 0 0		
531	Fylingdales - N. 6	150 0 0	95	46 13 2
504A	Garforth - N. 10	- - -	96	45 12 8
504A	Garforth - W. 3	- - -	83	44 0 8
489	Gargrave - N. 3	260 19 8	144	72 9 8
489	Gargrave - R. 9	- - -	35	18 2 6
487	Garsdale - N.	54 0 0		
512	Garthorpe - N. *b*			
523	Garton-on-the-Wolds Ch. 11			
505	Gawber - Ch. 7	390 0 0	102	46 7 2
502	Gawthorpe - N.	171 16 8		
488	Giggleswick N. 2	125 0 0	87	38 3 4
500	Gildersome - N.	*73 0 0		
	" - "	33 0 0		
500	Gildersome - B. 1	- - -	50	8 9 9
529	Gilling - N. 3	208 0 0	90	50 5 6
499	Girlington, St. Philip's N. 2	- - -	100	34 19 11
508	Gleadless - Ch. 12	- - -	142 *c*	
497	Golcar - N. 6	- - -	234	132 0 6
			20	20 3 4
492B	Goldsborough N. 3			
502	Gomersall, Little - N. 1	170 0 0	120	63 5 6
512	Goole - - Ch. 4	- - -	47	11 5 0
512	Goole, St. John's - N. 4	371 5 0	183	78 5 4
512	Goole - - W. 11	- - -	138	46 3 4
489	Grassington N. 4	183 11 6	46	49 0 0
509	Greasborough Ch. 7	- - -	202	32 12 2
493A	Greenholme Mills - - B. 3	- - -	62	46 10 0
490	‡Greenhow and Bridge House Gate N.			
498	Greetland - W. 9	- - -	154	88 17 0
491	Grewelthorpe N. 2	*36 0 0		
508	Grimesthorpe N. 10	- - -	68	28 3 4
522	Grimstone - Ch. 11	2 0 0	33	18 11 8
514	Grimstone (Lady Londesborough's) N. *d*			
479	Grindleton - N. 3	*30 0 0	47	20 2 10
531	Grosmont - N. 6	184 10 0	78	37 10 4
532	Guisborough (Providence) Ch. 2	261 0 0	233	43 8 10
493B	Guiseley - N. 7	*160 0 0	190	75 15 4
493B	Guiseley, Wesleyan, Methodist - 7	- - -	177	22 12 0
538	Gunnerside - W. 4	- - -	68	38 8 2
			17	7 4 2
494	Hainsworth - B.	*40 0 0		

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
498	Halifax (Copley Factory) Ch. 11	- - -	231	155 7 0
			32	9 15 0
498	Halifax, Great Albion St. B. 9	350 0 0	164	86 19 2
498	Halifax, Haley Hill Shed N. 11	- - -	472	248 0 6
			164	54 5 0
498	Halifax (Orange St.) W. 9	816 0 0	228	105 12 6
498	Halifax (Queen's Head or Queensbury) N. 11	700 0 0	501	225 10 8
			38	15 16 8
498	Halifax, St. James', Cross Hills - - N. 10	432 0 0	185	101 1 0
			50	21 0 0
498	Halifax, St. James', Victoria St. - N. 10	*300 0 0	242	112 7 4
			16	9 6 8
498	Halifax, St. Mary's - R. 10	- - -	76	27 14 10
498	Halifax, South-east Parish N. 11	513 0 0	444	242 7 8
498	Halifax, Trinity - N. 11	- - -	217	102 7 0
507	Hallam, Upper B.	*30 0 0		
492B	Hampsthwaite N. 10	307 0 0	74	32 10 10
508	Handsworth Woodhouse N. 12	- - -	95	40 10 2
502	Hanging Heaton - - N. 4	204 0 0	100	43 17 0
493A	Harewood - N. 10	- - -	131	75 17 4
529	Harome - Ch. 6	- - -	50	27 11 10
523	Harpham, Lowthorpe, and Ruston Parva - Ch. 2	- - -	43	26 9 6
492B	Harrogate, High - - N. 12	*100 0 0	124	71 17 6
		202 0 0		
	" " "			
492B	Harrogate, Low, St. Mary's - N.	*50 0 0		
492B	Harrogate - W. 7	- - -	41	20 2 0
436	Harthill, Endowed - Ch. 10	- - -	47	18 13 0
537	Hawes - N.	151 0 0		
529	Hawnby - Ch.			
494	Haworth - N. 4	134 13 4	134	73 4 2
			58	22 6 8
494	Haworth - B. *e*	*125 0 0		
494	Haworth - W. 5	250 0 0	140	83 13 10
514	Hazlewood - R. 11	- - -	32	18 9 4
500	Headingley Glebe, Girls N.	45 0 0		
500	Headingley Town - N. 6	233 0 0	127	60 3 6
503	Heath - P. 2	- - -	50	17 10 0
519	Hedon - N.	*90 0 0		
507	Heeley - N. 7	- - -	105	40 18 7
497	Helme - Ch. 8	- - -	60	40 19 8
			12	4 5 0
529	‡Helmsley - N.			

a Grant refused under Article 51 3.
b School closed.
c Grant will be paid after inspection in 1868.
d Removed from inspection.
e School extinct.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
529	Helmsley, Lord Faversham's - N. 6	- - -	37	8 0 0
529	Helmsley Blackmoor W. 6	- - -	42	23 19 1
515	Heslington - N. 3			
492A	Hessay - N.	45 0 0		
519	Hessle - N. 2	283 0 0	48	21 14 8
531	Hinderwell - N.			
497	Holme Bridge N. 6	384 13 4	125	66 18 8
499	Holme (Lane End) - - B.	*60 0 0		
517	‡Holme - - R.			
517	Holme - - W. 3	- - -	50	21 16 0
517	Holme on Spalding Moor N. 1	- - -	85	44 18 6
497	Holmfirth - N.			
497	Holmfirth - W. 4	- - -	165	81 1 10
497	Holmfirth, Hinchcliffe Mill - - W. 4	- - -	83	46 10 10
497	Honley - N. 6	513 0 0	265 18	146 11 10 5 3 4
502	Hopton, Upper - - Ch. 10	215 5 0	53 15	25 3 8 7 7 6
503	Horbury - N. 2	- - -	204	108 17 2
503	Horbury Bridge - Ch. 2	- - -	74	11 11 7
522	Hornsea - N. 12	200 0 0		
493B	Horsforth - N. 6	433 12 6	166 14	84 17 6 4 5 0
493B	Horsforth Town, Infant.			
499	Horton, Great N. 2	1,294 0 0	264 128	141 11 0 32 6 8
499	Horton, Great, High Street W. 4	1,250 0 0	291	176 9 6
499	Horton, Little (Bradford) - B. 7	- - -	51	6 4 3
504B	Houghton, Great - Ch. 3	97 17 6	63	35 10 10
526	Hovingham Ch. 5	- - -	55	23 10 4
517	Howden - W. 11	250 12 0	119	68 9 2
505	Hoyland - N. 12	- - -	200	90 11 4
506	‡Hoyland, High N.			
506	Hoylandswaine N. 8	135 0 0	62	31 13 6
505	Hoyle Mill - N. 7	193 0 0	82	35 12 8
497	Huddersfield B.	*250 0 9		
497	Huddersfield, Buxton Road W. *a*			
497	Huddersfield, Longroyd Bridge - N. 6	- - -	335 30	156 5 0 8 3 4
497	Huddersfield, Northgate, Infants - N.	*170 0 0		
497	Huddersfield, St. John's, Hillhouse - N. 6	560 4 0	267	125 5 6
497	Huddersfield, St. Patrick's R. 10	- - -	200 96	96 19 7 43 10 0
497	Huddersfield, St. Paul's - N. 6	711 0 0	451	237 1 0
497	Huddersfield, St. Peter's, (Seed Hill) N. 6	206 0 0	413 59	187 14 10 16 0 10
497	Huddersfield, Trinity - N. 6	82 10 0	191 26	96 9 10 10 11 8
520	Hull, Canning Street - R. *a*			
520	Hull, Edward Street (Dock Green Head) B. *a*	*305 0 0		
519	Hull (Holderness Ward) B. 11	*200 0 0	339	138 18 6
520	Hull, Nautical 9	- - -	86	53 6 8
520	Hull - - U.			
520	Hull, Port of, Society's Sailor's Orphan.			
520	Hull, Ragged Industrial -	1,277 0 0		
519	Hull, St. Charles' (Pryme St.) Boys and Infants - R. 10	1,085 0 0	289	133 5 7
520	Hull, St. James' - N. 9	908 10 0	252	117 14 0
520	Hull, St. John's - N. 9	529 0 0	339	102 9 10
520	Hull, St. Joseph's, Anlaby Road R. 10	- - -	169	90 16 6
519	Hull, St. Mark's - N. 9	1,097 0 0	332 30	137 17 5 9 8 6
520	Hull, St. Mary's, Infants N.	*187 0 0		
519	Hull, St. Mary's, Wilton Street - R. 10	925 4 0	75 62	41 19 6 28 10 0
520	Hull, St. Stephen's, Collier Street, Boys - - N. 9	396 10 0	166	73 6 2
520	Hull, St. Stephen's, Spring Street, Girls - - N. 9	541 0 0	153	70 12 0
520	Hull, St. Stephen's, Infs. N. 9	- - -	167	83 12 6
520	Hull, Salthouse Lane N. 9	470 0 0	368	174 7 0
520	Hull, Savings Bank - - B.			
519	Hull, Scott Street - W. 11	- - -	88	34 3 10
519	Hull, Sculcoates, Ch. Ch. - - N. 9	474 0 0	273	138 11 1
519	Hull, Sculcoates, St. Mary's - N. 10	250 0 0	141	68 4 2
519	Hull, Sculcoates, St. Paul's, Boys N. 10	573 0 0	137	63 1 10

a School closed.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
519	Hull, Sculcoates, St. Paul's, Girls Ch. 10	*100 0 0	144	61 3 5
	" " "	16 0 0		
520	Hull (South Myton) - W. 11	759 4 0	474	242 14 0
520	Hull, Trinity (Vicar Lane) - N. 9	940 0 0	194	60 13 5
520	Hull, Trippett, Industrial, Trinity Ch. 9	605 0 0	232	115 15 0
			63	7 17 6
524	Hunmanby - P. 5	- - -	128	71 13 8
			31	10 15 10
492D	Hunsingore - N. 3			
515	Huntington - P.			
536	‡Hunton - Ch.			
527	Husthwaite - N. 5	*40 0 0	52	25 19 4
	" "	53 14 5		
523	Hutton Cranswick - - N. 4	108 10 0		
533	Hutton-in-Rudby - N. *a*	*80 0 0		
532	Hutton, Low Cross - - B. 11	640 0 0	23	11 5 0
526	Hutton's Ambo - N. 5	115 0 0	40	21 7 2
			4	1 10 0
499	Idle - - N. 1	300 0 0	154	61 4 4
			32	5 0 0
499	Idle - - W. 1	- - -	160	84 18 4
533	Ingleby Arncliffe - - Ch. 4	- - -	48	24 4 2
			17	4 4 2
488	Ingleton - N. 3	217 16 3	119	62 8 6
494	Ingrow - N. 10	311 2 0	180	146 12 2
			16	4 8 4
505	Jump, Mixed Ch. 5	- - -	88	42 9 0
494	Keighley - B. *b*	*81 0 0		
494	Keighley - N. 10	*650 0 0	459	453 6 0
494	Keighley, St. Ann's - - R. 9	225 0 0	117	67 6 7
			19	8 3 9
494	Keighley - W. 5	- - -	265	130 19 0
494	Keighley (Wesley Place) - W. 5	316 0 0	145	81 12 4
489	Kelbrook - N.	50 0 0		
506	Kexbrough, Infant - 8	- - -	16	1 19 8
515	Kexby - - N. 3			
521	Keyingham - N.	*35 0 0		
528	Kilburn - N. 3	12 10 0	29	10 8 0
528	Kilburn - W. 6	- - -	52	26 14 10
489	Kildwick - N. 4	- - -	56	37 2 8
523	Kilham - N.	150 0 0		
492B	Killinghall - N.			
509	Kilnhurst - N. 2	*50 0 0	76	29 18 4
509	Kimberworth - N. 9	751 0 0	214	107 17 6
498	Kingcross, St. Paul's - N. 10	596 0 0	255	101 2 4
529	Kirby Moorside - - N. 6	- - -	71	33 4 11
492A	Kirby-on-the-Moor - Ch. 3	177 10 0	52	26 11 8
516	Kirby under Dale - - N. 5	- - -	23	11 8 0
523	Kirkburn - N. 4	305 4 0		
497	Kirkburton, Boys - N. 1	29 0 0		
497	Kirkburton, Girls - N. 1	107 10 0		
497	Kirkburton - W. 9	- - -	65	33 14 8
			19	5 7 6
535	Kirkby Fleetham - - N.			
491	Kirkby Malzeard - - N. 2	190 0 0	64	29 16 8
530	Kirkby Misperton - N.	*50 0 0		
	" "	112 0 0		
539	Kirkby Ravensworth - N.	40 0 0		
519	Kirk Ella - N. 2	335 8 0	75	24 0 6
497	Kirkheaton - N. 4	453 0 0	170	83 11 4
535	Kirklington P. 10	- - -	40	7 4 10
504B	Kirksmeaton N. 3	75 0 0	52	22 8 10
500	Kirkstall, Infants - - N. 5	- - -	102	44 13 6
500	Kirkstall, St. Stephen's - N. 5	490 0 0	319	144 9 10
492B	Knaresborough - N. 12	*135 0 0	269	145 19 0
	" - "	57 10 0	17	6 5 10
492B	Knaresborough, St. Mary's - R.			
504A	Knottingley N.	404 0 0		
504A	Knottingley W. 7	- - -	46	9 6 5
533	Langbaurgh, West - - P. 4	116 7 6	136	70 13 8
488	Langcliffe - N. 3	- - -	74	43 4 6
523	Langtoft - N.	53 0 0		
534	Langton-on-Swale, Village.			
509	Laughton-en-le-Morthen, Endowed - N.	69 5 0		
517	Laxton - Ch. 2			
493B	Leathley - N. 4	- - -	23	7 10 3
526	Leavening - N. 5	- - -	36	17 0 4
518	Leconfield - Ch. 2	130 0 0	27	4 18 10
501	Leeds, All Saints' - N. 9	490 0 0	164	73 17 10
501	Leeds (Basinghall Street) B. 3	- - -	172	83 0 8
501	Leeds (Carver St.), St. Mary's, Infants - - N. *c*	101 0 0		
501	Leeds, Ch. Ch. - - N. 9	370 0 0	244	93 15 10
501	Leeds (Darley St.) - - W. 3	732 0 0	380	202 19 8
501	Leeds (Edgar Street) - B.	510 0 0		
500	Leeds, Holbeck, St. Matthew's N. 11	*250 0 0	144	62 1 11
	" " "	404 6 0		
500	Leeds, Holbeck - - W. 3	892 0 0	228	130 14 0
			51	20 1 8
500	Leeds, Hunslet - - N. 6	662 16 9	236	134 2 0
500	Leeds, Hunslet, St. Joseph's R. 10	- - -	127	69 15 4

a Removed from inspection. *b* School closed. *c* Now forms part of Quarry Hill, St. Mary's.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
500	Leeds, Hunslet, St. Jude's, Pottery Fields - N. 6	950 0 0	217	103 19 4
			32	10 11 8
500	Leeds, Little Holbeck (Marshall's Factory) - - N. 6	- - -	970	571 18 2
			54	18 0 0
501	Leeds (Little London), St. Matthew's N. 5	*75 0 0	299	139 11 2
	" " "	666 15 8	8	2 3 4
501	Leeds, Mill Street - B.			
501	Leeds, Newtown, St. Mary's - N. 5	561 6 8	229	92 17 2
500	Leeds (Pottery Fields) - W. 1	916 0 0	224	101 14 0
501	Leeds, Quarry Hill, St. Mary's, - N. 5	120 0 0	298	134 10 10
	" " "	228 14 0	45	12 7 6
501	Leeds, Richmond Hill - W. 1	- - -	200	83 10 2
501	Leeds, St. Andrew's - N. 9	611 0 0	317	147 0 10
501	Leeds, St. Andrew's (North Hall) N. 9	1,030 0 0	294	137 8 8
			24	7 1 8
501	Leeds, St. Anne's - R. 10	- - -	329	169 8 4
			71	29 5 10
501	Leeds, St. George's - N. 5	1,251 12 0	521	249 13 0
			19	6 2 6
501	Leeds, St. James' - N. 5	500 0 0	196	79 16 6
501	Leeds, St. Luke's - Ch. 5	650 0 0	213	103 7 0
			23	8 19 2
501	Leeds, St. Luke's (Sheepscar) - N. *a*	50 0 0		
501	Leeds, St. Marie's - R. 10	402 0 0	346	137 12 0
			67	23 9 2
501	Leeds, St. Patrick's - R. 10	- - -	241	128 11 8
			45	25 7 6
501	Leeds, St. Paul's - N. 9	434 5 0	187	84 12 8
501	Leeds, St. Peter's - N. 5	2,750 0 0	516	256 11 4
			62	11 11 8
501	Leeds, St. Peter's Sq. - N. 10	- - -	119	51 14 4
501	Leeds, St. Philip's - N. 11	518 6 8		
501	Leeds, St. Saviour's - N. 6	*408 0 0	287	137 11 4
501	Leeds, St. Thomas' (Leyland's) - N. 6	505 0 0	120	48 0 11
501	Leeds (School Street) - W. *b*			
501	Leeds, Woodhouse, Feather Hill, St. Mark's - N. 5	560 4 0	351	177 13 6
535	Leeming - N. 3	81 0 0	64	32 8 10

a Removed from inspection, Superseded by St. Luke's Ch. S. *b* Removed from inspection. A private school,
c School closed. *d* Removed from inspection.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
494	Lees - W. 5	480 0 0	102	55 6 8
497	Lepton - N. 6	463 0 0	156	87 14 4
			58	26 5 0
518	Leven, (Girls) Ch. 2	- - -	21	8 18 6
518	Leven - - B. 11	- - -	35	18 4 6
			10	3 15 0
536	Leyburn Thornborough Charity - 3	- - -	67	37 19 8
499	Lidgett Green B. 4	*100 0 0	184	109 1 4
	" " "	12 16 7		
499	Lidgett Green, Sunday - *c*	*101 0 0		
497	Lindley - N. 4	480 15 0	277	124 13 2
			65	23 0 10
497	Lingards - N. 1	84 19 6		
497	Linthwaite - N. 5	- - -	113	59 5 6
			40	16 3 4
527	‡Linton-on-Ouse. - N.			
502	Liversedge, High Town N. 2	142 0 0	110	56 12 6
518	Lockington - N. 2	81 0 0		
497	Lockwood - N. 6	*69 0 0	189	94 1 6
	" - "	679 16 4		
503	Lofthouse, Ch." Ch., near Wakefield - N. 1	200 0 0	127	61 12 8
503	‡Lofthouse - W.			
532	Lofthouse (Zetland) - P. 11	- - -	120	42 1 10
516	Londesborough Ch. 1	- -	38	23 16 4
497	Longwood, Infants - N.	150 0 0		
489	Lothersdale N.	40 0 0		
506	Lound - - N. 10	276 0 0	148	63 18 2
499	Low Moor - W. 6	- - -	202	72 15 5
498	Luddenden - N. 10	- - -	105	68 7 8
518	Lund - - N. 11	- - -	48	21 8 9
531	Lythe - - N. 6	- - -	95	39 10 2
509	Maltby - N. 2	29 0 0	68	35 14 6
526	Malton, New N. 1	400 0 0	160	55 0 3
526	Malton, New, Boys - - B. 3	- - -	108	58 14 10
526	Malton, New, Infants - B.	*150 0 0		
526	Malton, Old N. 1	- - -	91	35 7 3
540	Manfield - Ch.	275 0 0		
499	Manningham (St. Paul's) - N. 1	1,046 0 0	310	146 13 4
			53	14 12 6
514	Manston Colliery and District - Ch. 6	- - -	94	39 8 10
505	Mapplewell - B. 10	- - -	107	42 9 0
516	Market Weighton - - N. 1	184 0 0	111	58 4 6
497	Marsden - N. 8	805 0 0	191	91 8 4
			14	6 8 4
532	Marske - N. *d*			
532	Marske, Zetland - - 11	- - -	109	57 2 8
514	Marston, Long - - N. 1	- - -	68	37 9 4
492A	Marton-cum-Grafton - Ch.	227 2 2		

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
533	Marton-in-Cleveland, Capt. Cook's Memorial - 5	- - -	64	34 14 6
509	Masborough, Infants - N. 9	- - -	289	125 19 10
535	Masham (Charity) - N. 10	128 7 2	79	26 2 3
500	Meanwood - N. 9	- - -	133	8 6 8
500	‡Meanwood - W. *a*			
538	Melbecks - N. 3	341 0 0	58	27 18 10
539	Melsonby - W. 4	280 0 0	10	3 13 4
497	Meltham - B. 7	- - -	62	32 19 6
497	Meltham - N. 8	*52 0 0	106	28 12 5
	" - "	110 0 0	146	65 16 0
497	Meltham Mills - N. 8	315 0 0	34	13 11 8
493A	Menston, St. John the Divine - N.		169	118 2 8
504A	Methley, Boys N.			
504A	Methley, Girls N. 4	316 4 0	75	34 11 10
510	Mexborough N. 4	125 0 0	125	61 16 8
536	Middleham, Boys - Ch. 10			*b*
541A	Middlesborough-on-Tees - B. 11	*150 0 0	104	28 6 1
	" " "	498 13 4		
541A	Middlesborough-on-Tees, Girls and Infants - - B. 11	- - -	140	53 15 0
541A	Middlesborough, St. John the Evangelist's N. 9	1,270 2 6	493	101 4 9
541A	Middlesborough, St. John's, Barracks.			
541A	Middlesborough St. John's, Lower East St. - - N. *c*			
532	Middlesborough-on-Tees, South Bank - - N. 5	- - -	91	34 14 4
			8	2 11 8
541A	Middlesborough - W. 11	- - -	164	85 12 10
500	Middleton (Leeds) - Ch. 12	- - -	62	25 10 7
			10	3 1 8
539	Middleton Tyas - Ch. 3	- - -	73	41 8 2
504A	Milford, South P. 4	- - -	50	26 2 0
502	Millbridge - N. 2	344 5 0	231	112 13 0
			17	2 2 6
516	Millington - N.	179 8 0		
497	Milnsbridge N. 6	*100 0 0	143	70 4 6
	" - "	692 0 0	14	6 11 8
492A	Minskip - Ch.	100 0 0		
502	Mirfield - P.			
502	Mirfield - W 4	- - -	179	81 16 10
504A	Monk Fryston - - N. 4	486 0 0	96	45 9 6
499	Moor Bottom N. 10	150 0 0	168	94 11 4
			42	11 16 8
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
502	Morley - N. 1	- - -	108	63 2 3
			19	5 7 6
502	Morley, Town End - - N. 1	*75 0 0	61	34 13 1
			17	5 2 6
502	Morley - W. 9	- - -	329	168 2 8
494	Morton, East N. 7	131 18 5	84	31 10 0
494	Morton, Riddlesden - - N. 4	120 0 0	54	36 12 10
			11	3 9 2
498	Mount Pellon, Ch. Ch. - N. 11	1,005 0 0	207	96 10 0
525	Muston - Ch.	199 0 0		
498	Mytholmroyd, (Halifax), St. John's - N. 11	- - -	62	34 7 0
523	Nafferton - N. 4	243 4 5	72	19 11 0
523	Nafferton - W. 5	232 11 6	71	28 14 11
508	Neepsend - N. 7	745 4 0	293	90 18 7
523	Neswick, Girls N. *c*			
492A	Nether Poppleton - N. 3	60 0 0		
518	Newbald - Ch. 1	- - -	76	34 4 7
517	Newby Hall (in Skelton) Ch. 10	- - -	43	22 17 10
519	Newland in Cottingham N. 11	221 10 0	72	27 8 1
497	New Mill - N. 1	*95 0 0		
	"	92 6 6		
517	Newport - Ch. 2	- - -	67	32 9 4
497	Newsome - N.	*68 0 0		
479	Newton-in-Bowland - N.	81 6 8		
527	Newton-on-Ouse - - N. 4			
529	Normanby - N.	80 0 0		
503	Normanton N. 11	- - -	125	31 2 9
534	Northallerton N. 1	379 13 4	185	68 6 1
510	Norton - N.	52 0 0		
516	Nunburnholme N.	86 0 0		
529	Nunnington Ch. 4	- - -	31	14 7 8
499	Oakenshaw Ch. 9	- - -	78	36 11 4
			30	9 6 8
494	Oakworth - N. 4	200 0 0	112	65 4 10
494	Oakworth, Infant - - W. 6	- - -	86	45 17 10
			21	11 5 10
494	Oakworth, Sykes' Head W. 6	257 0 0	81	62 8 10
532	Ormesby, North, Pennyman's - - 4	- - -	165	71 8 10
534	Osmotherley N. 3	140 0 0	59	27 15 0
502	Ossett, Infants.			
502	Ossett, South N. 4	613 0 0	200	112 8 8
529	Oswaldkirk Ch.			
493A	Otley - - N. 10	300 0 0	88	35 17 8
528	Otterington, South - Ch. 4	- - -	37	22 6 8
521	Ottringham Ch. 11	- - -	34	15 9 10
521	Ottringham W. 12	- - -	40	20 16 6
506	OughtibridgeN. 6	886 12 6	62	30 16 0
503	Oulton, St. John's - N. 10	- - -	108	48 13 8
492A	Ouseburn, Great - Ch. 3	- - -	56	26 13 4
492A	Ouseburn, Great Infant - 3			

a School not existing. *b* Inspection declined for 1867. *c* School closed.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
503	Outwood, St. Mary Magdalene's - N. 2	- - -	65 20	24 16 4 5 16 8
503	Overton - B.	70 0 0		
506	Owlerton - N. 6	88 16 8	79	35 19 4
498	Owram, North B.	200 0 0		
498	Owram, South N. 11	*125 0 0	105	71 1 4
521	Owthorne - N. 11	84 0 0	57	26 11 4
494	Oxenhope - N. 4	208 0 0	26	3 8 3
506	ParsonCross, N.S., *see* Ecclesfield, Parson Cross N.S.			
490	Pateley Bridge, Glass House Mill - - W. 3	- - -	59	39 0 0
521	Patrington - N. 11	665 0 0	150	84 17 0
506	Penistone - N.			
530	Pickering, Girls - N. 6	363 0 0	143	63 19 2
530	Pickering - W. 5	560 0 0	98	39 18 8
528	Pickhill - N. 4	185 0 0	52	29 2 10
508	Pittsmoor - N. 7	*140 0 0 231 5 0	377	158 15 8
516	Pocklington N. 1	631 0 0	152	72 2 6
516	Pocklington W. 3	171 2 6	61	25 14 2
512	Pollington - N. 4	- - -	64	31 8 10
504A	Pontefract - N. 6	44 2 0	123 26	18 1 8 1 0 0
504A	Pontefract, All Saints', Infants - N. 6	117 0 0	62	27 17 1
504A	Pontefract, St. Joseph's R. 9	- - -	76	32 4 5
504B	Pontefract, The Grange, St. Mary's R. *a*			
504A	Pontefract - W. 6	*250 0 0 108 0 0	271	146 7 10
499	Pudsey, Far Town - N. 10	200 0 0	63	29 15 4
499	Pudsey, Low Town - N. 10	260 0 0	98	35 15 10
498	Raggals - N. 10	- - -	80	49 9 2
497	Rashcliffe - Ch. 5	- - -	121	38 19 0
527	Raskelfe - P. 4	- - -	76	38 3 8
498	Rastrick and Brighouse - B. 9	*150 0 0	293	149 15 0
498	Rastrick, Infant - 9	- - -	69	10 17 8
488	Rathmell, Endowed - N. 2			
	Ravensworth, N.S., *see* Kirkby Ravensworth, N.S.			
512	Rawcliffe - W. *a*			
493A	Rawdon - N. 7	- - -	43	10 8 1
509	Rawmarsh, Endowed Free Grammar -	250 0 0		
509	Rawmarsh, Infants - N.	*54 0 0		
532	Redcar, Earl of Zetland's B. 11	523 0 0	123	58 5 4
532	Redcar, Infant, Earl of Zetland's - 11	- - -	75	36 8 2
508	Redhill - W. 10	- - -	399	177 18 10
538	Reeth, Low Row - W. 4	- - -	104 26	53 9 8 12 16 8
538	Reeth, The Friends - - 4	- - -	100	*b*
538	Reeth - W. *a*			
502	Rehoboth, Congregational - B. 10	- - -	102 24	66 1 10 8 15 0
539	Richmond - N. 1	*50 0 0	212	70 6 2
	" "	269 15 0	—	*c*15 0 0
539	Richmond, Corporation - 1	- - -	71	25 1 0
539	Richmond, Infants.			
539	Richmond - R.			
539	Richmond - W. 4	- - -	47	22 12 10
526	Rillington - N. 1	87 0 0	65	25 7 6
492B	Ripley, Infts. N. 11	- - -	31	11 2 4
491	Ripon, Cathedral, Boys - N. 2	238 7 6	127	64 3 0
491	Ripon, Girls N. 2	- - -	141	67 7 4
491	Ripon, Trinity (Female Practising) N. 2	*147 0 0 97 0 0	175	81 1 0
491	Ripon, St. " Wilfred's - R. 11	- - -	91	52 7 0
491	Ripon - - W. 3	- - -	88	38 2 0
498	Ripponden - N. 11	206 0 0	145	87 1 6
522	Rise - - N. *d*			
502	Robert Town N.	280 0 0		
531	Robin Hood's Bay, Girls - N. 6	- - -	57	28 6 6
490	Rocking - N.			
492A	Roecliffe - N. 2	- - -	35	19 11 8
521	Roos - - N. 11	- - -	81	41 9 10
509	Rotherham - N. 9	719 8 4	473	224 0 8
509	Rotherham and Masbro' B. 10	*349 0 0	215	116 2 8
509	Rotherham - W. 10	877 0 0	209	104 0 8
500	Rothwell - N. 10	488 15 0	246	113 6 9
496	Roughtown N. 5	- - -	70 61	39 11 8 16 17 6
534	Rounton, West N.			
505	Roystone - N. 2	150 0 0	70 14	36 2 2 3 8 4
524	Rudston - N. 5	300 0 0	61	22 13 7
489	Rylstone District - - N.	75 0 0		
496	Saddleworth P. 6	- - -	150 75	*e*
499	Saltaire Factory 1	- - -	268	182 16 0
489	Salterforth - N. *a*	54 0 0		
498	Salterhebble, All Saints' N. 11	444 0 0	93 11	54 9 6 4 19 2
516	Sancton - R. 11	- - -	29	13 15 8
503	Sandal Magna, Girls - - - 5	- - -	71	37 4 5
525	Scalby - - N. 6	180 6 6	63	30 6 7
497	Scammonden N. 6	71 10 0	34	18 4 0
526	Scampston - N.			

a School closed. *b* Grant refused under Articles 52*a* and 52*b*. *c* Retiring pension.
d Removed from inspection. *e* Grant refused under Article 51*d*.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
525	Scarborough N. 6	*85 0 0	391	173 9 4
	"	1,418 0 0	26	9 0 0
525	Scarborough W. 5	753 0 0	198	81 1 2
499	Scholes - N. 10	140 17 6	127	65 8 8
			37	6 17 1
497	Scissett (or High Hoyland) - N. 8*a*	416 0 0	208	89 8 0
			15	6 2 6
535	Scruton - N. 3	220 0 0		
500	Scarcroft - N. 4	258 0 0	122	32 10 0
487	Sedbergh - N.	130 0 0		
487	Sedbergh - B. 5	260 10 0	86	51 17 6
513	Selby, Abbey Church - N. 4	1,009 10 9	236	128 14 6
			57	17 5 10
513	Selby Grey Coat. *b*			
513	Selby - W. 3	- - -	154	76 16 0
528	Sessay Village - 3	- - -	59	27 16 10
488	Settle - N. 2	- - -	153	72 8 4
526	Settrington - N. 4	- - -	64	34 9 4
500	Shadwell - N. 11	56 0 0	36	11 16 3
503	Sharlston, Mixed - 2	- - -	66	32 16 4
			12	3 16 8
491	Sharow - N. 2	264 11 6	75	36 7 0
508	Sheffield - B.	*250 0 0		
507	Sheffield, Brunswick W. 10	- - -	241	120 14 10
508	Sheffield, Central (Carver Street) - N. 7	- - -	275	115 19 6
508	Sheffield, Ebenezer - W. 10	- - -	204	98 0 6
508	Sheffield, Ellesmere Road - W. 10	- - -	452	140 12 2
508	Sheffield, Lancasterian - 10	- - -	244	40 15 2
508	Sheffield, Moorfields - N. 6	- - -	66	31 4 0
508	Sheffield Park, St. John's - N. 7	346 6 8	308	148 17 4
			59	23 14 2
508	Sheffield Park W. 10	538 0 0	238	97 16 4
508	Sheffield, Ragged and Industrial - 10	- - -	131	8 12 0
508	Sheffield, St. George's - N. 6	1,393 0 0	476	207 5 6
507	Sheffield, St. Jude's (Eldon Street) N. 6	623 5 0	247	108 1 10
508	Sheffield, St. Luke's, Dyer's Hill - - N.	700 0 0		
508	Sheffield, St. Marie's (Surrey Street) R. 9	*350 0 0		
	" "	172 10 0	290	138 10 6
508	Sheffield, St. Mary's (Sheaf Gardens) - R.	974 10 0		
507	Sheffield, St. Mary's - N. 7	499 7 2	390	163 9 10
507	Sheffield, St. Mary's (Leadmill Road), Infants - N. 7	459 0 0	126	62 0 0
508	Sheffield, St. Paul's - N. 6	230 0 0	283	125 14 6
508	Sheffield, St. Peter's (Parish Church) N. 6	600 0 0	332	157 5 2
			70	21 13 4
508	Sheffield, St. Philip's - N.	260 0 0		
508	Sheffield, St. Stephen's (Nether-thorpe) - N. 6	930 0 0	270	134 7 8
508	Sheffield, St. Vincent de Paul - R. 9	842 15 0	476	232 16 6
			103	34 7 6
508	Sheffield, St. William's - R. 9	- - -	126	42 18 5
508	Sheffield, Surrey Street, United Methodist - F.C. 10	- - -	41	18 13 4
			173	92 5 2
498	Shelf - - Ch. 2	318 12 6	52	15 13 4
498	Shelf - - B.	*80 0 0		
497	Shepley, St. Paul's - N. 6	166 1 0	64	32 8 2
			24	7 5 0
514	Sherburn, Endowed - N.			
526	Sheriff Hutton N. 5	- - -	70	35 3 2
526	Sheriff Hutton W. 2	20 10 0	46	19 4 0
498	Shibden - Ch.			
499	Shipley - B. *c*	*60 0 0		
499	Shipley, St. Paul's - N. 2	765 0 0	243	140 13 4
			39	15 2 6
			80	27 6 8
492A	Shipton - Ch. 4	- - -	18	6 3 4
492C	Sicklinghall - 12	- - -	26	14 12 6
522	Sigglesthorne N. 2	14 0 0		
506	Silkstone - Ch. 8	- - -	115	57 10 2
506	Silkstone, Girls and Infants N. 8	237 0 0	82	34 10 5
489	Silsden - N. 4	*50 0 0	112	54 9 6
			48	9 10 0
489	Silsden - W. 6	337 0 0	83	36 15 0
539	Skeeby in Easby - N. 3	- - -	37	21 1 6
497	Skelmanthorpe W. 4	- - -	60	33 2 6
515	Skelton, York N. 3			
532	Skelton (Redcar) - - N. 5	- - -	100	33 1 6
532	Skelton - W. 11	- - -	77	26 11 8
524	Skipsea - N. 11	75 0 0		
524	Skipsea - W.			
489	Skipton - N. 4	- - -	114	60 18 0
489	Skipton - B. 6	415 0 0	116	56 2 8
489	Skipton, Ch. Ch. - - N. 4	88 15 0	81	43 1 0
			25	4 5 10
489	Skipton, St. Stephen's - R. 9	- - -	106	49 13 5
			36	10 6 8
489	Skipton - W. 6	- - -	90	49 18 4
522	Skirlaugh - N. 2	254 11 1		
497	Slaithwaite, Lower - N. 1	348 0 0		

a Scissett, Old, N.S. amalgamated with this school.
b Merged into Selby Abbey Church.
c School discontinued many years since.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
497	Slaithwaite, Old, Free - 1	197 0 0		
497	Slaithwaite, Upper - N.	200 12 0		
497	Slaithwaite, West - - N.	360 0 0		
523	Sledmere - N.			
531	Sleights, Eskdaleside, and Ugglebarnby N.	*55 0 0		
	" "	37 0 0		
526	Slingsby - Ch. 5	- - -	62	27 18 3
			21	7 17 6
526	Slingsby, Girls Ch. 5	- - -	48	22 12 6
525	Snainton - N. 6	- - -	60	29 8 7
512	Snaith - W. 11	334 0 0	112	44 18 8
498	Sowerby Bridge N. 11	*245 0 0	228	122 8 0
	" "	40 0 0	16	9 1 8
498	Sowerby Bridge W. 9	- - -	163	89 16 10
498	Sowerby (Chapelry) District N. 11	718 0 0	198	107 19 6
			66	21 13 4
528	Sowerby, near Thirsk N.	10 0 0		
498	Sowerby, St. George's - N. 11	291 6 8	219	90 6 11
498	Sowerby, St. Mary's - N. 11	- - -	137	81 5 2
528	Sowerby, St. Oswald's - N. 3	- - -	43	21 7 0
498	Sowerby, Triangle - N. 11	409 0 0	102	51 11 0
517	‡Spaldington Village - Ch. *a*			
536	Spennithorne Ch. 12	- - -	54	38 13 6
492c	Spofforth - N. 3	174 15 0		
505	Stainborough, Hood Green N.			
531	Staithes - N. *b*	100 0 0		
494	Stanbury-in-Haworth - N. *e*	87 0 0		
503	Stanley, St. Peter's - N. 2	257 0 0	98	47 6 2
500	Stanningley, St. Thomas' N.	266 0 0		
506	Stannington N. 10	52 10 0	78	43 14 10
			20	4 18 4
506	Stannington, Hollow Meadow - -	212 0 0		
513	Startforth - Ch. 3	4 12 6	57	25 16 4
492a	Staveley - N. 3	70 10 0	36	17 6 10
515	Stillingfleet N. 3			
527	Stillington - N. 4	- - -	72	38 19 4
527	Stillington - W. 2	- - -	46	26 6 4
515	Strensall N. 4	- - -	33	*c*
490	Summer Bridge W. 3	- - -	53	27 15 0
521	Sunk Island P. 11	130 0 0	30	10 15 6
519	Sutton - - B. *d*			
519	Sutton (Hull) W. 12	- - -	61	15 13 3
516	Sutton-on-Derwent - N. 4	40 0 0	42	25 6 1
494	Sutton-in-Kildwick - N. 4	418 0 0	151	94 2 0
519	Sutton, St. James' (Hull) Ch. 11	325 0 0	87	47 7 2
512	Swinefleet - N.	90 0 0		
512	Swinefleet - W. *a*			
509	Swinton - N. 4	466 10 8	159	63 17 7
514	Tadcaster, (Boys) - N. 1	- - -	68	23 3 7
514	Tadcaster - R. 11	- - -	44	19 12 7
491	Tanfield, West N. 2	- - -	43	19 16 10
506	Tankersley - N. 2	- - -	109	32 3 11
500	TempleNewsam - - N. 4	125 0 0	128	46 11 2
528	Thirkleby - Ch. 4	- - -	45	25 18 10
528	Thirsk - - B. 3	*125 0 0	122	55 12 10
	" "	130 0 0		
528	Thirsk, St. Mary Magdelene's - N. 1	225 15 0	66	32 8 1
515	Thorganby and West Cottingwith Ch. 3			
541a	Thornaby - N. 10	319 19 0	248	71 19 0
514	Thorner - N. 3	- - -	52	21 5 0
514	Thorner - W. 2	- - -	54	28 10 10
503	Thornes, Mr. Gaskell's - 6	- - -	144	14 19 6
503	Thornes Lane N. 7	228 0 0	173	69 7 9
502	Thornhill Lees N. 4	615 0 0	133	58 16 0
			15	4 12 6
499	Thornton - N.	35 0 0		
530	Thornton-Dale N. 6	- - -	60	29 13 8
488	Thornton-in-Lonsdale - N. 3	- - -	17	5 16 8
528	Thornton-le-Moor - - Ch. 4	90 0 0	28	14 3 6
509	Thorpe Hesley N. 10	*147 0 0	95	49 12 0
509	Thorpe Hesley W. 10	- - -	62	35 19 6
436	‡Thorpe Salvin N.			
506	Thurgoland N. 5	160 0 0	77	37 11 10
506	Thurlstone - Ch. 5	- - -	121	61 10 4
			49	15 7 6
497	Thurstonland, Endowed - P. 6	108 8 0	58	18 10 0
510	Tickhill - N. 3	122 0 0		
510	Tickhill, Infants - - Ch. 3	- - -	105	48 8 2
518	Tickton - N. 2	64 0 0	42	20 0 8
493b	Timble, Great B. *e*	*22 0 0		
509	Tinsley Park, Colliery - 10	- - -	100	54 7 4
492a	Tollerton - W. 2	400 8 0	119	60 11 4
52c	Topcliffe - N. 12	- - -	69	34 19 0
539	Tunstall - Ch. 3	- - -	35	18 0 4
514	Ulleskelf - Ch. 1	- - -	44	19 12 8
532	Upleatham, Zetland - B. 11	- - -	34	20 5 10

a School not existing. *b* School closed for a time. *c* Grant refused under Article 52 *d*.
d School sold. *e* School closed.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
506	Wadsley - N. 6	*152 0 0	85	61 17 4
	" "	120 0 0		
510	Wadworth - N. 1	83 13 4	58	36 8 0
503	Wakefield, All Saints', Boys - - N. 7	9 14 8	53	25 14 2
503	Wakefield, All Saints', Girls - - N. 7	- - -	160	71 1 10
503	Wakefield, Green Coat N. 7	- - -	118	12 10 0
503	Wakefield, Lancasterian 6	89 13 4	196	100 13 10
			11	5 0 10
503	Wakefield, St.Andrew's N.	415 0 0		
503	Wakefield, St. Austin's R. 10	750 0 0	251	121 13 2
			65	22 10 10
503	Wakefield, St. Mary's - N. 7	375 0 0	167	76 14 0
503	Wakefield, West Riding Reformatory.			
503	Wakefield, Trinity - N. 7	225 0 0	231	115 11 6
503	Wakefield - W. 6	500 0 0	232	97 1 0
507	Walkley, St. Mary's - N. 7	- - -	85	36 4 2
514	Walton - N. 4			
503	Walton (Wakefield) - N. 2	- - -	98	56 18 6
			70	28 16 8
523	Wansford, Great - N.			
503	Warmfield - B.	*50 0 0		
510	Warmsworth N. 1	- - -	53	29 16 6
516	Warter - Ch. 1	- - -	41	18 3 4
529	Wass - 4	- - -	53	24 17 4
509	Wath-upon-Dearne, Infants - - N. 5	279 0 0	87	45 10 2
523	Weaverthorpe N. 5	- - -	58	25 19 10
493A	Weeton - N.			
526	Welburn - N. 5	- - -	44	23 12 6
534	Welbury - Ch. *a*			
526	‡Welham Bridge - Ch. *b*			
497	Wellhouse (Golcar) - N. 6	- - -	72	36 2 0
			23	9 12 6
519	Welton - N. 2	- - -	102	51 16 0
509	Wentworth - N. 12	- - -	130	58 7 0
509	Wentworth (Barrow) Ch. 12	- - -	95	47 1 4
509	Wentworth, Park Gate - N. 10	- - -	170	72 15 4
			23	4 14 2
503	WestgateCommon - - N. 11	158 15 0	188	107 7 2
			35	9 12 6
488	Westhouse - N.	15 12 0		
508	Weston, near Sheffield - N. 7	- - -	54	25 9 4
526	Westow - N. 5	- - -	75	39 5 6
492C	Wetherby, St. James - N. 3			
492C	Wetherby - W. 3	- - -	87	48 8 2
523	Wetwang - Ch. 4	- - -	101	43 18 0
509	Whiston - N. 12	*75 0 0	75	30 5 0
531	Whitby - N. 6	290 0 0	147	61 4 1
531	Whitby - B. 5	171 8 6	116	62 2 8
531	Whitby - W. 5	- - -	138	59 17 6
502	Whitley, Lower N. 10	- - -	69	38 12 0
526	Whitwell - Ch. 5	- - -	40	21 15 9
504A	Whitwood Colliery - 11	- - -	169	74 0 4
			32	11 5 0
504A	Whitwood Mere - - N. 3	103 10 0	56	20 18 10
492A	Whixley - Ch. 11			
533	Whorlton - P. 3	347 0 0	91	48 12 8
508	Wicker, Trinity - N. 7	252 3 4	460	222 16 2
509	Wickersley - N. 12	360 0 0	54	15 11 9
515	Wigginton - N.	*40 0 0		
488	Wigglesworth, Clark's Endowed.			
492C	Wighill - N. 3			
499	Wilsden, Infants - - N. *c*	*60 0 0		
499	Wilsden - W. 5	332 18 0	111	61 18 2
499	Windhill - Ch. 2	478 0 0	190	111 18 0
			63	26 2 6
499	Windhill - W. 4	646 0 0	143	83 13 10
522	Withernwick N.	55 0 0		
536	‡Witton, East Ch.			
536	Witton, West N.			
524	Wold Newton - - Ch. 5	- - -	40	24 5 3
505	Wombwell - N. 5	177 0 6	126	56 6 8
504A	Womersley - N. 2	209 0 0	61	10 5 5
			10	4 0 0
497	Woodhouse, Ch.Ch.(Huddersfield) - N.	*150 0 0		
518	Woodmansey and Thearne N. 2	276 15 0	33	16 8 4
493B	Woodside (Horsforth) N. 6	220 0 0	90	29 2 0
			29	9 7 6
505	Woolley, Girls and Infants Ch. 4	- - -	25	12 10 4
506	Worrall - N.	101 0 0		
505	Worsborough Dale - - N. 5	169 0 0	127	62 10 0
			25	9 19 2
505	‡Worsborough, Grammar. *a*			
500	Wortley, New (near Leeds) N. 5	521 19 9	275	116 13 10
			9	1 15 10
500	Wortley, New, Zion - - B. 1	*400 0 0	423	254 7 6
			185	69 14 2
	" "	150 0 0		
500	Wortley, Old (near Leeds) N. *a*	*55 0 0		
506	Wortley (near Sheffield) - N. 11	- - -	84	43 13 4
504B	Wragby - N. *a*			
503	Wrenthorpe N.	100 0 0		
517	Wressle - P.	144 0 0		
499	Wyke (Brighouse) - N. 2	- - -	125	55 14 6
525	Wykeham - N. 6	- - -	46	25 15 3
516	‡Yapham - N.			

a Removed from inspection. *b* School closed. ‡Children transferred to Spaldington N.S.
c School closed.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
541A	Yarm, Poor - R. 11			
493B	Yeadon - N. 9	272 0 0	38	12 1 6
493B	Yeadon, Upper N. 9	- - -	101	37 1 0
526	Yedingham - N.	*12 0 0		
515	York, Aldwark N. 11	- - -	144	62 19 8
515	York, Bishopgate - N. 11	11 6 8	188	51 11 10
515	York, Bishophill - - B. 2	- - -	89	39 19 10
515	York, Hope Street - B. 2	- - -	546	302 10 6
515	York, Industrial Ragged.			
515	York, Manor House - N. 10	42 0 0	176	73 1 8
515	York and Ripon, Model - - 5	- - -	85	43 4 0
515	York and Ripon, Male Practising - 5	100 0 0	91	44 4 10
515	York and Ripon, Female Practising. *a*			
515	York, Micklegate, Trinity, Boys - - N. 11	*125 0 0 102 6 0	106	56 2 8
515	York, Micklegate, Trinity, Girls N. 11	176 10 0	189	80 18 10
515	York (Priory Place) - W. 2	1,691 0 0	397	212 2 10
515	York, St. Cuthbert's N. 11	- - -	138	66 10 0
515	York, St. George's (late St Mary's) - R. 11	- - -	305	124 9 0
515	York, St. George's - W. 2	1,546 9 6	283	135 13 0
515	York, St. Peter's Lane N. 11	- - -	47	16 2 8
515	York, St. Thomas' - N. 10	493 0 0	165	71 2 10
515	York, Walmgate, St. Margaret's - N. 11	358 10 0	342	164 0 6
	Yorkshire Reformatory R.			

WALES.

	ANGLESEA.	£ s. d.		£ s. d.
623	Aberffraw - P. 4	285 2 0	30	33 18 8
623	Amlwch - N. 5	- - -	123	62 2 10
			12	4 11 8
623	Amlwch - B. 4	1,146 0 0	173	69 10 2
			4	0 18 4
621	Beaumaris - P. 4	- - -	151	86 0 4
623	Bodedern - N. 5	157 5 0	79	38 0 8
621	Bodlondeb Pentraeth - N. 5	148 17 6	46	16 0 9
623	Bryngwron - N. 5	- - -	48	7 11 6
623	Cemaes - B. 4	209 11 4	80	33 1 9
620	Dwyran - B. 4	- - -	55	28 18 9
621	Gaerwen - N. 11	171 0 0	57	15 14 9
621	Gaerwen - B. 4	- - -	64	17 10 8
623	Gwalchmai - N. 5	*30 0 0		
	" "	90 0 0	40	13 18 8
623	Gwalchmai - B. 4	240 0 0	51	13 17 8
623	Heneglwys - B.	18 0 0		
623	Holyhead - B.	†37 0 0		
623	Holyhead - B. 4	744 19 0	385	153 0 9
623	Holyhead, Penrhos-y-Falew - N. *c*	70 6 3		
623	Holyhead Town - N. 5	1,058 12 0	244	112 15 2
623	Llanallgo - N.	75 0 0	7	1 4 2
623	Llanbadrig - Ch. *d*			
621	Llandegfan - N. 11	- - -		
623	Llandeusant N. 5	164 0 0	77	22 9 4
621	Llanddona - B.	234 2 6	47	14 1 11
623	Llandrygarn and Bodwrog - - Ch. 5	- - -	25	9 9 10
621	Llandysilio - N. 11	149 0 0	86	21 13 11
621	Llanedwin, Duchess of Kent's - N. 11	- - -	77	12 0 4
623	Llanerchymedd N. 6	- - -	58	10 8 11
623	Llanerchymedd B. 4	857 0 0	106	16 3 0
623	‡Llanfachreth B.			
623	Llanfihangelyn-Nhowyn N.	136 8 0		
623	Llangefni - N. 5	279 10 0	85	50 2 6
			15	6 2 6
623	Llangefni - B. 4	262 4 0	96	31 15 1
620	Llangeinwen N. 5	- - -	42	16 15 1
620	Llangeinwen B.	180 0 0		
621	Llangristiolus N. 5	56 0 0	36	14 0 0
623	Llanrhyddlad B. 4	210 0 0	45	13 18 7
623	Llanrhyddlad N.	208 0 0		
623	Llanvaelog - N. 5	121 0 0	39	15 5 0
623	Marian Glas B. 4	165 0 0	62	24 5 7
621	Menai Bridge B. 4	286 5 0	115	32 13 5
620	Newborough B. 12	- - -	77	28 8 2
621	Penmon and Llangoed - N. 5	133 0 0	50	19 18 6
			28	6 16 8
623	Penrhos Lligwy Ch. 5	- - -	44	2 13 4
623	Pensarn - N.	*40 0 0		
621	Pentraeth - B. 4	214 12 6	89	37 1 3
623	Rhosybol - B. 4	232 0	84	40 6 3
621	Trevdraeth and Llangadwaladr N. 5	505 0 0	80	39 18 4

a Ripon Trinity N.S. Female Practising now supplies the place of this school. *b* This grant has been repaid
c School pulled down and proceeds of materials given towards erecting Holyhead New Town School.
d School closed.

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	BRECONSHIRE.			
584	Abercrave - N.	144 10 0		
584	Abercrave - B. 8	- - -	95	61 3 5
599	Abergwessin	99 10 0		
601	Beaufort - B. 11	- - -	233	113 16 9
601	Beaufort, Dr. Bevan's - B. *a*			
600	Brecon - N. 10	224 2 6	222	92 10 1
				*b*20 0 0
600	Brecon - - U.			
600	Brecon, St. David's - N. *c*	*73 0 0		
601	Brynmaur - B. 11	83 6 8	283	132 13 5
600	Castle Madoc B. 11	84 0 0	28	12 3 4
600	Cathedine - N. 10	- - -	57	26 13 10
			18	7 0 0
582	Cefn Coed (Boys and Girls) - B. 5	- - -	197	62 3 2
601	Clydach - B. 11	- - -	105	82 3 1
601	Crickhowell B.	226 17 6		
601	Crickhowel - N. 10	- - -	119	58 9 0
			15	4 14 2
587	‡Cwmtwich - N. *d*			
587	‡Cwmtwich, Charity - *d*			
600	Devynnock (Sir J. Davey's) Endowed - 10	100 6 8	38	15 3 4
602	Glasbury, Parochial - Ch. 10	- - -	52	22 17 10
599	Gwenddwr - Ch. 10	- - -	58	28 8 2
602	Hay - - N. 10	65 13 0	91	17 1 3
600	Llandefaelog-fach - - N. 10	141 0 0	19	6 1 2
601	Llanelly - N. 10	*50 0 0	46	11 8 3
	„ - „	92 3 6		
600	Llanfihangel-nant Bran N.	91 10 0		
600	Llanfrynach N. 10	86 18 0	62	27 9 4
599	Llangamarch N. *e*			
600	Llangasty-tal-y-lynn - N. *e*			
601	Llangenny - N.	74 0 0		
600	Llangorse - N. 10	- - -	35	17 18 4
601	Llangynidr - Ch. 10	- - -	101	53 19 8
			23	7 12 6
602	Llanigon - N.	*30 0 0		
600	Llanspythit - N.	74 5 0		
602	Llyswen - N. 10	134 0 0	30	15 16 10
600	Llywell - Ch. 10	226 5 0	63	28 17 10
602	Talgarth - Ch. 10	- - -	60	36 7 4
602	Talgarth - B. 11	170 0 0	74	40 0 2
600	Talybont - N. 10	189 7 6	104	46 2 0
600	Trallong - N. 10	183 12 0	32	13 13 7
			86	49 8 2
600	Trecastle - B. 11	- - -	15	5 18 5
601	Trevil - - B. 11	- - -	27	14 15 8
582	Vaynor Gamp-ontysticcall - N.	74 5 0		
584	Ynisceedwyn (Iron Works) -	375 0 0		
584	Ystradgynlais N. 10	150 0 0	121	50 14 10
584	Ystradgynlais B. 7	- - -	103	47 13 8

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	CAERMARTHEN.			
589	Abergwili - N. 2	*80 0 0		
	„	171 12 6	104	52 13 6
588	Amman Iron Works - B. 11	- - -	98	49 12 0
588	Bettws - N.	88 0 0		
	‡Blaen-y-coed B.			
586	Bryn - - B. 11	104 12 6	80	37 15 6
588	Brynlloi (Bettws) B. 11	- - -	89	42 1 8
589	Caermarthen N. 2	921 0 0	309	141 19 4
589	Caermarthen, Lancasterian 2	626 0 0	365	106 19 5
			48	18 8 4
587	Capel Cynfal N. 2	123 0 0		
594	Capel Evan - B. 11	- - -	85	43 10 0
587	Cil-y-cwm - Ch. 2	196 17 6		
588	Cross Inn - B. 11	- - -	79	38 6 4
588	Cwmamman Ch. 1	- - -	52	14 6 10
588	Cwmdu - N.			
587	Cwmdur - N. *f*	174 2 6		
590	Cwmfelinboeth N. 6	- - -	31	12 17 10
588	Cwm Ivor - B. 11	- - -	50	29 14 2
586	Dafen (Tin Plate Works) N. 5	- - -	140	72 9 4
			45	16 4 2
586	Felinfoel - B. 11	27 5 0	128	69 3 4
			16	5 1 8
586	Felinfoel, Trinity N. 11	- - -	77	37 3 2
589	Ferryside, St. Thomas' - P. 6	404 0 0	50	23 0 0
595	Ffaldybrenin B. 11	- - -	72	39 14 2
586	Gwendraeth B. 11	- - -	77	43 11 7
587	Gwynfe - B. 11	- - -	39	23 9 0
594	Kenarth - N.	*32 0 0		
586	Kidwelly - N. 11	- - -	34	11 13 6
586	Kidwelly - B. 2	297 0 0	102	26 13 4
589	Laugharne - N. 2	- - -	109	51 8 10
			17	6 0 10
589	Llanarthney N. 2			
590	Llanboidy - N. 4			
589	Llandarog - N. 2	198 13 4	62	31 6 0
589	Llandefeilog N. 12	225 19 6		
589	Llandefeilog Tidole - - B.	11 10 7		
588	Llandilo, Capel Isaac - B. 11	- - -	52	34 12 0
588	Llandilo-faur N. 1	- - -	140	37 5 6
588	Llandilo, Tabernacle B. 2	- - -	71	21 3 11
587	Llandovery - N. 2	300 0 0	125	53 8 0
587	Llandovery - B. 2	370 10 0	190	43 0 2
588	Llandybie - N. 1	130 0 0	99	35 10 9
588	Llanegwad - N. 1	- - -	61	15 9 7
586	Llanelly (Boys and Girls) - B. 2	445 0 0	373	79 7 1
586	Llanelly (Copper Works) B. 2	- - -	351	79 14 3
586	Llanelly, Five Roads - - B. 11	108 0 0	44	30 3 5
586	Llanelly - N. *g*	*200 0 0		
586	Llanelly, New Dock - - B. 2	- - -	117	19 3 1

a Merged into Beaufort B.S. *b* Retiring pension. *c* School pulled down. *d* School not existing.
e Removed from inspection. *f* School temporarily closed. *g* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	CAERMARTHEN—*cont.*	£ s. d.		£ s. d.
586	Llanelly, Mixed (Prospect Place B. 2	212 0 0	138	30 9 8
588	Llanfihangel Aberbythic N. 1	- - -	77	23 15 4
589	Llanfihangel Uwch Gwili N. 2	50 0 0	38	24 18 4
587	Llangadock, Bethlehem B. 2	- - -	57	18 0 10
587	Llangadock - B. 2	73 10 0	77	26 9 7
583	‡Llangathen - N. *a*			
594	Llangeler - N. 7	100 0 0	71	39 4 10
589	Llangendeirne P. 6	- - -	83	39 10 6
586	Llangennech Ch. 5	134 10 0	91	40 4 0
589	Llanllwch - N.	6 2 0		
586	Llannon - N. 5	33 0 0	42	21 10 0
589	Llanpumpsaint B. 11	165 0 0	53	26 1 10
587	Llansadwrn - B. 11	- - -	75	43 7 6
589	Llanstephan N. 2	- - -	85	50 14 8
586	Llwynhendy B. 2	- - -	89	25 17 5
			24	6 6 8
590	Marros - N. 6	- - -	20	6 18 8
587	Mothfai - N. 2	- - -	68	32 10 6
589	Mydrim - N. *b*	15 0 0		
594	Newcastle Emlyn - N. 7	188 10 0	86	43 18 3
			41	14 9 2
586	Pembrey (Copper Works) - B. 2	- - -	316	56 12 7
594	Penboyr - N. 11	- - -	79	43 5 8
587	Rhandirmwyn N. 2	209 19 0	47	18 17 6
587	Rhandirmwyn B. *b*			
588	Trap (Llandilofaur) - N. 1	- - -	42	2 1 4
586	Tycroes - N. 11	- - -	75	36 2 10
589	Whitemill - B. 11	- - -	65	41 6 2
590	Whitland - B. 11	- - -	54	30 19 8
	CAERNARVON.			
619	Aberdaron - Ch. 7	- -	36	20 13 0
619	Abereirch - N.	*40 0 0		
621	Bangor - N. 6	- - -	267	123 7 0
621	Bangor, Infants - - N.	*72 0 0		
621	Bangor (Garth Road) - B. 3	721 18 0	275	127 9 8
621	‡Bangor - R.			
621	Bangor, St. Paul's - W. 3	1,559 0 0	298	131 19 2
618	Beddgelert - N. 7	360 0 0	27	15 7 10
618	Beddgelert - B. 6	247 10 0	81	42 0 6
620	Bethel - - B. 5	- - -	87	45 6 10
621	Bethesda - B. 4	- - -	223	100 15 5
			61	19 2 6
620	Bettws Garmon - - N. *c*	30 0 0		
619	Bodfean - N.	50 0 0		
621	Bodfeirig - N. 6	- - -	87	36 18 4
			11	2 10 10
620	Bontnewydd N. 6	147 0 0	55	21 11 5
619	Bottwnog - N.	72 0 0		

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	CAERNARVON—*cont.*	£ s. d.		£ s. d.
620	Bronyfoel - N. 6	472 10 0	48	9 4 0
619	Bryncroes and Rhyw - N.	*45 0 0		
	" - "	29 7 8		
620	Caernarvon - B. 3	1,680 0 0	265	106 11 4
620	Caernarvon, Model - Ch. 6	*100 0 0	387	169 0 0
			30	12 1 8
	" - "	1,005 16 10		*d*25 0 0
620	Clynnog - N.	163 0 0		
622	Colwyn - N. 11	100 0 0	66	23 18 7
			11	1 2 11
			59	12 17 7
622	Colwyn - B. 5	- - -	21	2 12 6
622	Conway - N. 11	*108 0 0	336	86 8 5
	" - "	75 8 1		
619	Criccieth - Ch. 7	- - -	54	25 1 6
620	Deiniolen - B. 6	741 0 0	246	107 5 8
620	Dinorwig (Llanddeiniolen) - N. 6	633 0 0	95	47 10 4
			36	10 11 8
620	Dinorwic - B. 6	- - -	91	49 16 10
			24	9 0 0
620	Dolbadarn - B. 6	- - -	104	41 0 1
622	Dwygyfylchi (Boys) - N. 11	190 0 0	73	16 8 0
619	Edeyrn - N. 7	90 0 0	73	36 8 0
622	Eglwys Rhos N. 11	- - -	88	5 10 0
621	Glan Ogwen N. 6	282 10 0	215	89 18 0
			39	12 2 6
622	Llanbedr and Caerhun - N. 11	*47 0 0	30	*e*7 10 0
621	Llandegai - N. 7	- - -	179	83 16 8
622	Llandudno - N. 11	295 0 0	183	57 5 6
620	Llandwrog - N. 6	199 15 0	98	42 2 0
619	Llanengan - N.	157 0 0		
619	Llanengan - B. 6	235 12 0	78	40 18 2
620	Llanfair-is-Gaer - - N. 6	187 0 0	129	58 2 4
621	Llanfair Vechan - - N. 11	180 0 0	131	27 6 2
622	Llangelynin Gyffin - N.	80 0 0		
619	Llangwnadl N.	149 10 0		
619	Llaniestyn - N. 7	82 0 0	45	10 13 8
621	Llanllechid - N. 6	147 13 4	133	60 10 6
621	Llanllechid - B. 4	- - -	118	60 0 4
620	Llanllyfni - B. 5	288 17 6	121	48 19 8
619	Llannor - N. 7	44 0 0	38	7 15 4
620	Llanrug - N. 7	- - -	124	51 17 3
			23	6 15 10
620	Llanrug - B. 3	322 2 6	88	45 1 2
			18	7 0 0
619	Llanystymdwy N. 7	151 10 0	95	51 8 2
620	Nant Peris - B. 6	229 19 0	61	33 17 4
			22	7 15 0
619	Nevyn - - N.	*62 0 0		
	" - "	25 0 0		
619	Nevyn - B. 6	670 4 0	86	36 16 2
620	Pantglas - N. 7	355 0 0	45	23 8 10
622	Pendyffrin - B. 5	- - -	47	17 6 8
614	Penmachno N. 6	282 0 0	96	44 5 8
622	Penmaenmaur, Infants - N. 11	- - -	46	10 15 6
621	Pentir - - Ch. 7	- - -	91	24 9 2

a Removed from inspection. *b* School closed. *c* School not existing.
‡tiring pension. *e* School closed for a time.

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	CAERNARVON—*cont.*	£ s. d.		£ s. d.
618	Portmadoc - N. 7	624 0 0	247	126 2 1
619	Pwllheli - N. 7	276 0 0	160	49 3 3
			38	2 17 10
619	Pwllheli, Trodyr-Allt Free B. 6	707 0 0	193	104 17 4
622	Roe Wen - B. 5	200 0 0	63	39 4 10
620	Talysarn - B. 5	- - -	85	42 8 8
618	Tre and Port Madoc - B. 6	*60 0 0	87	38 0 8
	" - "	53 10 0		
614	Trefriw - B. 6	- - -	78	42 15 6
620	Twthill - N.	206 0 0		
619	Tydweilog - N.			
621	Tyntur - N. 6	- - -	201	97 14 10
			12	5 13 4
621	Vaynol - N. 6	373 10 0	76	34 7 6
620	Waenfaur - N.	*93 0 0		
620	Waenfaur - B. 5	- - -	101	47 8 10
	CARDIGANSHIRE.			
596	Aberaron - N. 7	266 0 0	105	42 19 0
594	Aberbank - N. 7	157 0 0	54	27 16 2
593	Aberporth - N. 8	87 0 0	47	20 17 6
597	Aberystwith N. 7	- - -	269	85 15 8
597	Aberystwith B. 7	- - -	143	20 0 7
597	Bangor Chapel N.	139 15 0		
593	Blaenannerch B. 7	- - -	51	16 14 6
597	Borth - - N.	100 0 0		
597	Borth - - B. 7	- - -	110	54 7 6
597	Bryn Herbert B. 7	- - -	39	11 10 9
593	Cardigan - B. 7	- - -	142	65 9 0
593	Cardigan, St. Mary's - N. 7	334 10 0	155	69 16 10
597	Devils Bridge B. 7	- - -	41	17 15 4
597	Elerch - - Ch. 7	- - -	49	19 13 6
594	Glynarthen - B. 7	- - -	49	21 12 8
597	Goginan - B. 7	- - -	126	41 11 7
596	Henfynyw - N.	*13 0 0		
594	Horeb - - B. 7	- - -	52	26 7 4
595	Lampeter - N. 7	203 4 0	100	35 13 10
596	Llanarth and Llanina - N. 7	306 0 0	102	44 10 8
597	Llanbadarn Fawr - N. 7	- - -	81	34 7 2
597	Llancynfelin Ch. 7	174 4 0	89	50 2 6
596	Llanddewi Aberarth - N.	*40 0 0		
593	Llandygwydd N. 7	- - -	67	30 8 8
594	Llandyssil - N. 7	137 10 0	56	27 9 9
594	Llandyssil - B.	78 0 0		
598	Llangeitho - N.	82 0 0		
593	Llangoedmore Ch. 7	144 0 0	48	18 7 1
594	Llangranog - N.	67 10 0		
597	Llangwyryfon N. 7	- - -	21	5 7 6
596	Llanllwchairn N.	*40 0 0		
596	Llannon - B. 7	- - -	62	23 14 10
			11	2 5 10
597	‡Llanrhystydd B.			

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	CARDIGAN—*cont.*	£ s. d.		£ s. d.
595	Llanwenog - N. 11	- - -	47	12 14 2
597	Llanychairn, Chancery - Ch. *a*			
593	Llechryd - B. 7	- - -	85	47 0 0
596	Llwyndafydd B. 7	153 0 0	64	27 15 8
597	Llwyn-y-Groes B. 7	- - -	71	40 9 6
594	Newgate - B. 7	- - -	61	26 1 0
596	New Quay - B. 7	- - -	151	64 18 8
594	Penbryn - Ch. *a*	106 0 0		
597	Penllwyn - B. 7	- - -	57	18 2 3
594	Penmorfa - B. 7	- - -	81	41 6 4
597	PenrhyncochCh. 7	- - -	87	40 17 6
597	Pen-y-parke N. 7	236 19 7	162	67 18 8
597	Ponterwyd - B. 7	- - -	55	23 10 10
598	Pontrhydfendigaid - B. 7	- - -	82	22 1 11
597	Talybont - B. 7	130 7 0	125	67 7 6
			15	4 19 2
598	Tregaron - B. 7	- - -	64	27 0 0
597	Trisant - B. 7	- - -	35	9 15 9
	DENBIGH.			
613	Abergele - N.	*70 0 0		
611	Berse Drelincourt - N.			
611	Bersham - N.	76 10 0		
613	Bettws - in Rhos - Ch.	257 0 0		
614	Blaenan Llangerniew - B. 3	248 13 6	104	56 3 6
611	Brymbo and Broughton B. 3	1,072 0 0	270	126 8 0
611	Brymbo Charity 3	373 0 0	229	82 12 0
611	Burton (Gresford) N. 3	65 0 0	29	13 8 6
614	Capel Garmon - - N.			
613	Cefn Meriadog N. 4	- - -	26	11 1 10
361	Chirk - - N. 3	111 0 0	58	25 19 0
361	Chirk - - B. 10	- - -	83	39 19 10
613	Denbigh - N. 4	402 18 4	247	117 7 8
613	Denbigh - B. 3	436 0 0	187	60 4 9
614	Eglwysfach - N. 11	*75 0 0	67	16 11 4
613	George St. (St. Asaph) - N. 11	- - -	65	28 3 11
611	Gresford - N. 3	*100 0 0	90	42 19 10
611	Gwersyllt - N 3	728 2 1	167	80 1 1
			17	4 9 2
612	Gyffylliog - N.	180 0 0		
613	Henllan - N. 4	- - -	82	40 19 4
611	Lavister, Infant - - Ch. 3	- - -	47	4 7 8
615	Llanarmon Dyffrin Ceiriog - N.	20 0 0		
615	Llanarmon-in-Yale - N. 4	- - -	71	28 0 4
613	Llanddulas - N. 11	- - -	98	20 12 4
622	Llandrillo-yn-Rhos - - N. 11	- - -	68	27 18 11
612	Llandyrnog N. 4	*50 0 0	61	30 15 10
	" - "	132 0 0		

a School closed.

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	DENBIGH—*cont.*	£ s. d.		£ s. d.
612	Llanelidan - N. 4	78 10 0	49	26 17 6
613	Llanfair Talhaiarn - N. 4	*50 0 0	9	1 2 6
	" " - N. 4	35 0 0	66	29 10 0
612	Llanferres - N. 4	95 0 0	58	17 12 3
609	Llangedwin- N. 11	- - -	60	18 14 0
614	Llangerniew P. 4	- - -	76	39 17 8
615	Llangollen - N. 3	121 0 0	38	18 18 4
615	Llangollen, Infant.			
615	Llangollen - B. 10	305 9 0	174	71 12 8
613	Llannefydd - B.			
612	Llanrhaiadr-yng-hghinmeirch - N. 4	- - -	64	20 8 8
609	Llanrhaidr-yn-Mochnant N. 11	352 0 0	67	10 3 4
612	Llanrhydd, Infant - a			
614	Llanrwst - N. 4	313 0 0	142	68 2 6
614	Llanrwst - B. 3	227 14 0	124	61 14 6
622	Llansaintfraid Glan Conway, N. 11	*50 0 0	70	15 3 8
	" " "	468 0 0		
615	Llansaintfraid Glyn Ceiriog N.	*64 0 0	67	37 14 8
	" " "	83 0 0		
613	Llansannan - N. 4	260 0 0	75	36 16 4
615	Llantysilio - P. 3	258 0 0	88	34 12 8
612	Llanychan - Ch. 4	195 2 6	158	64 9 2
611	Minera - N. 3	373 0 0	57	29 14 6
612	Nantglyn - N. 4	227 0 0	35	15 14 2
612	Prion - B. 3	- - -	45	21 15 9
611	Rhos-Llanerchrugog - N. 3	345 0 0	159	74 2 0
611	Rhos-Lanerchrugog - B. 3	330 0 0	288	110 11 8
611	Rhos-y-medre N 3	- - -	104	54 5 6
611	Rossett - N. 3	- - -	76	42 9 6
			8	2 10 0
611	Ruabon - N. 3	539 12 9	214	108 18 8
			15	4 4 2
611	Ruabon Pen-y-cae - N.	211 5 0	128	71 0 5
			34	8 1 8
613	Ruthin - N. 4	418 3 0	76	34 9 8
612	Ruthin - B. 3	692 2 9	271	99 7 2
613	Trefnant, Trinity - N. 4	233 0 0	57	30 17 8
615	Trevor - N. 3	223 15 0	141	61 8 10
613	Trofarth - N. 4			
615	Vron - - B. 10	226 17 6	88	44 4 0
			27	8 5 10
611	Wrexham - N. 3	*125 0 0	89	44 4 0
	" " - "	174 12 6	35	9 19 2
611	Wrexham, Brook St. - B. 3	- - -	278	139 14 2
611	Wrexham, Chester St. B. b	150 0 0		
611	Wrexham, Girls N. 3	- - -	73	14 7 1
			16	3 0 10
614	Yspytty - N. 4	216 0 0	76	43 4 10

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	FLINTSHIRE.	£ s. d.		£ s. d.
613	Asaph, St., Boys - N. 1	415 0 0	60	36 18 10
613	Asaph, St., Girls - N. 1	- - -	61	31 10 8
613	Asaph, St., Infant - N. 1	- - -	33	12 9 0
613	Asaph, St. - R.			
610	Baglilt - N. 12	180 0 0	125	75 2 2
610	Bistre-in-Mold - N. 2	136 10 0	115	56 6 10
613	Bod Elwyddan - N. 2	- - -	75	36 9 0
613	Bodvari - N. 3	360 0 0	56	29 16 8
459	Broughton - N. 12	- - -	50	23 7 4
610	Brynford - N. 2	198 8 6		
459	Buckley, Lane End - N.			
459	Buckley, St. Matthew's N. 12	633 4 0	131	64 12 7
610	Carmel - B. 3	- - -	75	34 4 9
610	Cilcen - - N. 2	65 0 0	70	34 7 0
			7	1 17 6
613	Cwm - - P. 3	- - -	38	22 15 2
613	Dyserth - N. 2	- - -	91	46 17 0
610	Flint - - N. 12	1,106 4 0	250	98 9 5
			61	15 9 5
610	Flint - - R. 4	- - -	74	26 12 10
610	Gorsedd - N. 2	82 17 6	21	13 17 8
610	Gwernafield N. 1	*100 0 0	91	40 19 10
	" "	474 10 0	22	6 3 4
610	Halkyn - Ch. 2	- - -	152	80 3 2
459	Hawarden (Boys, Girls, and Infts.) Ch. 12	- - -	166	66 4 7
459	Hawarden, St. John's - N. 12	*125 0 0	62	21 14 2
610	Holywell - N. 12	83 0 0	147	48 12 1
610	Holywell - U.			
619	Holywell, St. Winifred's- R. 4	- - -	104	42 10 8
610	Leeswood District, or Port Bleiddyn - Ch. 2	405 0 0	146	56 17 6
610	Lixwm - B. 3	241 6 8	63	23 12 4
610	Llanasa - P. 2	390 0 0	80	39 14 10
613	Meliden - N. 1	255 0 0	56	24 9 4
610	Mold - - N. 1	480 5 0	246	111 5 2
610	Mold - - B. 3	285 0 0	103	22 14 2
610	Mostyn - N.	250 0 0		
610	Newmarket - P. 1	- - -	71	c
610	Northop - N. 12	- - -	66	19 5 0
610	Pantasaph - R.			
610	Pont-Bleiddyn - - N. d	*75 0 0		
613	Prestatyn - N. 2	- - -	86	41 8 4
			23	7 15 10
	Redbrook Village.			
610	Rhosesmor - N. 12	305 0 0	48	22 3 1
613	Rhuddlan, Boys - - N. 1	18 0 0	87	46 4 10
			42	14 16 8
613	Rhuddlan, Girls - P. 1	- - -	62	26 14 10
			10	4 10 0
613	Rhyl - - N. 2	552 0 0	160	66 17 4
			15	3 7 6

a School closed. *b* Incorporated with Wrexham, Brook Street, B.S. *c* Grant refused under *Article 52d.*
d School pulled down, and proceeds of materials applied towards erecting a new school at *Leeswood.*

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	FLINTSHIRE—*cont.*			
613	Rhyl - - B.	252 13 9		
613	Rhyl - - R.			
610	Talacre - R. 4	670 0 0	121	57 3 4
611	Threapwood N. 2	- - -	53	22 4 6
613	Themerchion N. 2	- - -	41	13 13 0
611	Treuddyn - N. 2	94 15 0	89	42 4 10
610	Wepre, St. Mark's (Northop) - - N. 2	*100 0 0	138	73 16 2
	" " - N.	57 0 0		
610	Whitford - N. 1	- - -	70	33 3 4
611	Worthenbury N. 3	75 7 6	48	23 1 6
610	Ysceifiog - N. 1	120 15 0	62	25 11 0
	GLAMORGAN.			
582	Aberaman - B. 4	- - -	253	86 9 8
			69	30 7 6
584	Aberavon - N. 3	172 10 0	236	102 0 2
584	Aberavon - R. 6	- - -	40	14 19 0
582	Abercanaid, Infant N. 1	- - -	125	17 9 11
			10	3 0 0
582	Aberdare - B. 4	865 0 0	566	317 11 2
			45	16 10 10
582	Aberdare, Town - - N. 2	285 15 0	264	112 18 10
582	Aberdare - W. 4	- - -	106	46 8 0
582	Abernant - B. 4	- - -	118	41 9 8
584	Bagland, Infants - N.			
583	Bettws - N.	71 0 0		
584	Birch Grove B. 8	- - -	57	9 13 6
585B	Bishopston and Pennard N.	216 0 0		
585B	Black Pill - N. 12	- - -	22	12 12 0
583	Bride, St., Major - N. 2	*80 0 0	86	37 14 4
	" " - N.	157 12 6		
583	Bridgend - N. 2	582 0 0	149	67 16 0
583	Bridgend - W. 7	- - -	83	44 2 4
584	BritonFerry N. 3	434 0 0	213	78 4 0
			45	13 10 10
583	Bryncethin - N.	233 0 0		
584	Bryncoch - N. 3	258 0 0	57	29 8 10
585A	Brynhyfugd- B. 6	- - -	285	125 14 10
			31	13 14 2
584	Cadoxton-juxta-Neath - N. 2	410 0 0	99	47 3 10
581	Cadoxton, Merthyr Dovan N.	56 0 0		
581	Canton - N. 2	270 0 0	200	10 6 0
			12	2 13 4
581	Cardiff, Bute Docks - B. 7	- - -	239	95 17 0
581	Cardiff, Ragged and Industrial.			
581	Cardiff - R. 6	720 0 0	750	412 6 0
			50	15 3 4
581	Cardiff, St. John the Baptist, Poor School - 3	- - -	210	86 3 8
			27	6 2 6
581	Cardiff, St. John's, Infant - - N. 3	- - -	92	34 15 6

a No grant claimable.

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	GLAMORGAN—*cont.*			
581	Cardiff, St. Mary's - N. 3	716 0 0	334	138 17 10
581	Cardiff - W. 7	- - -	169	83 7 2
582	Clydach - Ch.	243 2 6		
585A	Clydach - B. 7	- - -	99	55 11 4
583	Cowbridge and Llanbethian - N. 4	*45 0 0	67	30 11 0
	" " - N.	12 15 0		
583	Coychurch - N.	*20 0 0		
	" " - N.	27 10 0		
584	Crynant - N.	228 0 0		
584	Cwm - - B. 7	- - -	83	*a*
582	Cwamman - B. 4	- - -	129	46 9 1
			18	5 8 4
584	Cwm Avon Oakwood - 11	- - -	194	83 16 8
584	Cwm Avon Works - N. 1	- - -	254	96 6 6
582	Cwmbach - N. 3	200 0	228	97 6 6
			19	7 4 2
585A	Cwmburla - B. 6	- - -	105	54 16 1
582	Cwmdare - B. 4	- - -	95	57 13 6
584	Cwmllynfell B. 7	- - -	104	56 1 2
582	Cyfarthfa, Girls - - B. 5	- - -	215	65 10 4
582	Cyfarthfa - N. 2	46 0 0	159	58 9 8
582	‡Cyfarthfa, GeorgeTown N.			
581	Cymmer - N. 3	440 10 0	168	73 15 4
581	Dinas Colliery - - B. 4	158 2 6	170	90 14 8
			19	6 0 10
582	Dowlais - 5	- - -	1,112	645 11 0
			126	49 10 0
582	Dowlais, St. Mary's - R. 6	324 11 2	239	175 10 1
582	Duffryn- - 10	1,252 0 0	652	321 18 8
			27	6 4 2
582	Fagan's, St. (Aberdare) N. 3	713 0 0	352	151 2 2
581	Fagan's, St., Castle - N. 4	- - -	77	40 6 6
582	Ferndale Colliery - - B. 4	- - -	84	38 3 2
			36	12 14 2
582	Gellifaelog - B. 5	- - -	484	271 6 6
582	Gelligaer-cwm-ysgwydd-gwyn N. 5	85 15 0	44	18 11 7
582	Gellygaer, Endowed - 3	- - -	204	*b*
582	Gellygaer Fochriw - N. 4	87 10 0	44	19 17 2
582	Gelligaer Pantywaun - N. 5	- - -	33	16 18 8
582	Gellygaer Pentlottyn, Infants - 4	- - -	99	40 0 4
584	Giant'sGrave B.	96 0 0		
585A	Glais - - N. 1	- - -	108	47 14 0
581	Glamorganshire Reformatory. Glyntaff, Mixed N. 3	290 5 0	99	22 9 1
			9	3 3 4
581	GrangeTown N. 4	233 2 6	87	38 15 8
			11	2 19 2
581	Groes Wen - B. 4	- - -	62	30 14 4

b Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
585A	Hafod Copper Works - B. 6	- - -	584	286 16 0
			27	7 2 6
582	Hirwain - B. 4	- - -	179	89 18 6
			13	1 18 4
584	Kilvey Copper Works - B. 6	- - -	360	184 5 0
			52	18 6 8
			161	77 1 0
581	Llandaff - N. 3	327 10 0	13	3 17 6
581	Llandaff Maendie - Ch 3	314 0 0	101	51 1 4
585A	Llandeilo Talybont - - N. 1	207 7 6	81	35 17 4
582	Llanfabon - N. 3	288 0 0	102	32 18 0
585A	Llanfyfelach N.	48 0 0		
583	Llangynwyd N. 11	- - -	24	4 3 5
584	Llansamlet - B. 8	- - -	82	33 16 2
581	Llantrisant - N. 2	- - -	194	75 15 10
581	Llantwit, Major - N.			
582	Llanwonno - N. 3	298 4 0	87	44 15 8
			13	5 10 10
582	Llwydcoed - B.			
586	Loughor - P. 1	252 8 0	162	73 4 1
			17	5 4 2
583	Maesteg Iron Works - B. 7	- - -	255	131 1 2
			71	20 15 10
583	Maesteg Llynvi Iron Works B. 7	- - -	292	*a*
583	Maesteg Spelter Works - B. 7	- - -	96	*a*
584	Margam Copper Works - 8	- - -	99	9 8 11
582	Merthyr Tydvil, St. David's N. 2	433 15 2	471	241 12 9
			86	43 3 4
585A	Morriston - B.	*150 0 0		
585B	Mumbles - B. 7	*30 0 0	58	30 15 2
581	Nantgarw - N.	75 0 0		
584	Neath Abbey B. 8	140 0 0	201	90 13 4
584	Neath, Alderman Davies' Charity - 2	1,150 0 0	348	155 6 4
			135	37 5 10
584	Neath, Higher N. 1	418 16 0	109	42 4 8
584	Neath, School Society's - B. 8	635 0 0	266	136 14 7
585B	Newton - Ch. 11	- - -	34	14 15 6
583	Newton Nottage - - N.	96 0 0		
581	Nicholas, St. N.			
585B	Oystermouth N. 11	- - -	108	55 17 10
581	Penarth, Mixed N. 4	237 16 0	54	16 19 4
585B	Penclawdd - N.	58 0 0		
585B	Penclawdd - 7	- - -	75	41 6 6
582	Penarnddu, Infants - 5	- - -	43	24 16 8
581	Penmark - N. 3	70 0 0	42	20 14 8
583	Penprisk - N. 4	- - -	62	30 12 2
582	Pentre - - N. 3	- - -	78	36 14 2
			14	4 18 4
			263	86 16 4
582	Pentrebach - N. 1	- - -	156	46 8 4
584	Pentrechwyth, Infants - 6	- - -	99	52 7 10
			21	2 12 8
581	Pentyrch - N.	*32 0 0		
582	Pen-y-darran Ch. 11	- - -	81	37 9 0
582	Pen-y-darran B. 5	- - -	198	107 2 8
			69	20 7 6
584	Pontardawe N. 3	432 0 0	66	31 12 0
582	Pontlottyn, Infants - B. 5	- - -	55	24 10 8
582	Pontypridd - Ch. 4	- - -	125	48 1 9
582	Pontypridd - W. 4	- - -	158	85 6 4
			41	8 0 10
582	Porth - - B. 4	- - -	140	79 15 4
			18	4 11 8
583	Pyle, Bryndu Colliery - 2	- - -	289	123 7 10
584	‡Resolven, Village.			
581	Ruddry - N.	40 0 0		
585A	Sketty - - B. 7	- - -	65	36 16 4
			30	8 16 8
585A	Sketty, Infts. B. *b*			
585A	Sketty, St. Paul's - N. 1	- - -	45	19 8 6
584	Skewen - N. 3	- - -	*c*	
585A	Swansea - Ch. 2	1,149 4 0	273	136 8 6
585A	Swansea, Bethany Branch - B. 6	- - -	101	55 6 2
			12	4 3 4
585A	Swansea, Mount Pleasant - B. 6	- - -	128	63 1 6
585A	Swansea (Goat St.), Boys - B. 6	203 8 0	201	127 11 2
585A	Swansea (Queen Street), Girls B. 6	170 13 4	139	75 13 8
585A	Swansea, St. David's - R. 7	200 0 0	66	31 3 2
			10	2 1 8
585A	Swansea, St. Helen's - B. 6	- - -	65	14 0 7
585A	Swansea, St. Helen's, Inf. 11	- - -	144	66 12 4
585A	Swansea, St. Peter's - N. 2	363 12 0	130	61 14 6
585A	Swansea, St. Thomas', Infants - - B. 6	- - -	120	58 0 2
585A	Swansea (South) - N. 2	714 8 0	597	306 6 10
585A	Swansea, Upper N.			
583	Tondû Iron Works - B. 7	- - -	250	97 14 8
			27	10 5 10
581	Tonyrefail - B. 4	- - -	81	50 11 6
585A	Treboeth - B. 6	- - -	90	44 4 8
582	Treherbert - B. 4	- - -	98	53 1 4
			19	7 14 2
582	Treorky United Collieries - 4	- - -	33	11 6 11
			206	73 13 8
582	Troedyrhiw - N. 11	- - -	30	6 3 4
582	Tydvils Wells, Boys - - B. *d*			
584	Tymaen (Cwm Avon) Inft. 4	- - -	186	81 16 8
585A	Wannarlwydd B. 7	- - -	76	44 7 10
581	Whitchurch Ch. 3	498 16 3	109	36 17 8
583	Wick - - N.	20 0 0		
584	Ystalyfera - N. 3	- - -	324	126 10 10
584	Ystalyfera - B. 7	- - -	79	46 13 4
582	Ystradyfodwg B.			
582	Ystradyfodwy (Treherbert) N. 3	494 8 0	66	29 18 0
			18	4 13 4

a Grant refused under Article 51*a*.
b Amalgamated with N.S.
c No grant claimed.
d School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	MERIONETHSHIRE.	£ s. d.		£ s. d.
606	Aberdovey, Mixed - 8	45 0 0	88	11 12 2
617	Aberllefenny B. 5	- - -	74	42 14 2
617	Arthog - N. 8	50 0 0	19	*a*
616	Bala - - N. 8	- - -	17	*a*
616	Bala - - B. 5	511 4 0	154	67 19 2
617	Barmouth - N. 5	*100 0 0 10 0 0	114	41 0 1
606	Bryncrug - B.	108 0 0		
617	Celynin - N. 8	- - -	24	2 0 10
617	Corris - - N. 8	- - -	43	20 4 10
615	Corwen - N. 8	- - -	87	46 6 2
615	Corwen - B. 10	404 0 0	79	38 3 10
615	Cynwyd - N.			
617	Dolgelly - N. 8	277 0 0	155	79 15 2
617	Dolgelly - B. 5	235 10 0	130	58 14 2
617	Dolmelynllyn 8	- - -	33	15 5 10
617	Dyffryn - B. 5	199 6 0	86	47 3 5
618	Festiniog - B. 6	- - -	95	52 19 4
618	Festiniog and Maentwrog N. 8	38 17 3	64	29 13 6
618	Festiniog, Slate Quarries - B. 6	162 0 0	103	15 17 2
616	Glanraton - B.	80 0 0		
615	Glyndifydwy (Mixed and Infants) - B.	245 0 0		
618	Harlech, Charity - Ch.			
616	Llanderfel - B. 5	- - -	55	24 19 5
615	Llandrillo - B.	157 13 4		
617	Llanelltyd - Ch.			
617	Llanenddwyn N.	*45 0 0		
618	Llanfair - N. 8	- - -	56	27 12 2
616	Llanfaur - N. *b*	*50 0 0		
618	Llanfrothen N. 8	243 0 0	59	32 7 0
615	Llansaintfraid N. 8	278 0 0	37	7 10 2
616	Llannwchllyn N. 8	- - -	43	10 12 10
617	Mallwyd - N.	130 0 0		
618	Penrhyn-deu-Draeth - Ch. 8	- - -	83	5 13 2
618	Penrhyn - B. 6	309 0 0	82	61 19 2
618	Talsarnau - B. 6	282 0 0	77	52 4 2
606	Towyn - - N. 8	- - -	48	20 7 6
606	Towyn - B. 4	335 14 0	86	42 10 1
606	Towyn and Pennal - B. 5	90 0 0	49	24 13 1
618	Trawsfynydd N. 8	70 0 0	97 10	35 6 8 1 5 0
	MONTGOMERY.			
606	Aberhosan - B.			
609	Arddlyn - P. 11	- - -	47	14 14 11
608	Berriew, Endowed - N. 10	- - -	66	*c*
608	Buttington - N.	*33 0 0		
609	Bwlch-y-Cibans - N.	122 8 0		
607	Carno - - B. 10	36 0 0	80	40 17 0
608	Castle Caereinion - - N. 10	- - -	40	9 10 0
606	Cemmaes - P. 10	- - -	61 10	30 19 8 3 15 0
606	Cemmes - B. 10	17 18 0	31	14 17 0
608	Churchstoke N. 10	196 5 8	85	43 12 8
606	Darowen - N.	60 0 0		
607	Dolfor - N. 11	141 8 9	40	24 8 6
606	Dylife - - N.	128 0 0		
608	Forden - N. 10	105 0 0	88	49 19 6
609	Garthbeibio N. 10	- - -	65 11	30 14 0 3 0 10
609	Guilsfield, Pool Quay - N. 11	212 0 0	76 4	31 2 0 1 13 4
606	Llanbrynmair - - N. 10	150 0 0	66	36 4 0
606	Llanbrynmair - - B. 10	- - -	76	35 6 0
607	Llandinam - Ch. 11	- - -	71	33 7 6
609	Llandrinio - P. 10	65 0 0	55	31 10 10
609	Llandisilio - N.	*30 0 0		
608	Llandyssil - N. 10	- - -	45	22 2 8
609	Llanfair Caereinion - - N. 10	118 12 0	75	35 19 10
609	Llanfair Caereinion - - B. 10	183 0 0	94	44 12 8
609	Llanfechain N. 10	- - -	44	19 3 10
609	Llanfyllin - N. 10	70 0 0	136	52 0 0
609	Llanfyllin - B. 10	248 2 8	59	21 16 2
609	Llangadfan - N.	22 7 6		
607	Llanidloes - N. 10	287 5 0	176	64 15 10
607	Llanidloes - B. 10	- - -	107	21 16 8
607	Llanllwchairn N. 10	- - -	119	56 6 4
609	Llanrhaiardr-yn-Mochnant B. 10	192 10 0	103	49 17 0
606	Llanwrin - N.			
607	Llanwnog - N. 10	72 0 0	73	42 15 2
607	Llanwyddelan N. *b*	87 4 0		
606	Machynlleth N. 10	91 9 0	114	21 16 5
603	Meifod - N. 10	- - -	82	46 8 4
608	Montgomery N. 10	- - -	106	51 8 6
607	Newtown - N. 10	384 8 0	78	29 2 11
607	Newtown - B. 10	270 0 0	117	59 1 2
608	Pantyffrydd Ch. *b*			
609	Penybontfawr N.	274 0 0		
607	Sarn - - Ch. 11	- - -	21	7 16 0
607	Trefeglwys - N. 10	- - -	48	27 8 8
607	Trefeglwys - B. 10	- - -	82 31	36 1 8 9 17 10
608	Trelystan. - *b*			
608	Welshpool - B. 10	- - -	98	45 18 6
608	Welshpool, Boys and Girls - - N. 10	100 0 0	132	61 11 0
608	Welshpool, Infants - N.	115 0 0		
608	Welshpool, the Belan - N.	60 0 0		
	PEMBROKESHIRE.			
590	Amroth - N.	210 3 4		
592	Brawdy Tancredston - N. 3	81 0 0	26 5	13 8 8 1 10 10
590	Bryn Seion - B. 1	- - -	33	17 13 0
591	Burton - N. *d*			

a No grant sought. *b* School closed. *c* Grant refused under Article 52 *d*. *d* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	PEMBROKE—*cont.*	£ s. d.		£ s. d.
593	Cilgerran - N. 7	135 15 0	70	31 3 8
591	Cosheston and Nash - - N. 3	285 3 0	67	40 11 4
592	Fishguard - N. 3	219 0 0	100	49 12 4
			11	6 12 6
591	Florence, St. N.	160 0 0		
592	Haverfordwest N. 7	829 13 11	154	80 1 7
592	Haverfordwest, Boys - - B. 1	*125 0 0	138	87 13 0
592	Haverfordwest, Girls - - B. 1	- - -	110	61 6 8
592	Haverfordwest, Prendergast B. 1	- - -	61	27 15 0
592	Hubberstone N. 3	284 0 0	56	21 9 6
590	Jeffreston - N.	42 0 0		
592	Johnstone - N.	*17 0 0		
590	Lampeter Velfrey - N.			
592	Letterston - N. 3	81 0 0	34	14 8 6
592	Llandeloy - N.	327 0 0		
590	Llandewi Velfrey - P. 4			
592	Llanrhian - N. 3	116 13 4	43	20 15 10
591	Llanstadwell, Endowed -			
590	Llawhaden N.	45 18 8		
593	Maner Divy N. *a*	*42 0 0		
590	Martletwy - N.	129 10 0		
592	Mathry, Mixed - Ch. 7	- - -	25	5 3 3
592	Milford Haven, Endowed - Ch. 3	- - -	63	20 15 0
591	Milford, New B. 1	- - -	171	79 15 6
593	Moilgrove - B. 7	- - -	43	6 13 4
590	Narberth - N. 4	- - -	43	17 5 0
590	Narberth - B. 1	*40 0 0	105	64 18 6
591	Pembroke - N. 6	- - -	67	29 12 0
591	Pembroke - B. 1	147 3 9	108	58 13 6
591	Pembroke Dock - - N. 3	462 0 0	395	227 12 1
596	Pembroke Dock - - B. 1	351 0 0	231	111 0 1
592	Puncheston N.	269 0 0		
591	Pwllcrochan Ch. 7	- - -	37	17 1 3
590	Reynalton - B.	*30 0 0		
591	Rhydberth - N. 4	76 0 0	70	34 16 10
592	Roch - - N.	86 15 0		
592	Rudbaxton - N. 7	58 0 0	35	19 4 1
	PEMBROKE—*cont.*	£ s. d.		£ s. d.
592	Solva - - N. *b*	*75 0 0		
592	Solva - - B. 1	- - -	67	36 15 6
592	Spittal - N. 7	210 0 0	29	13 7 0
591	Stackpole - N. 6	- - -	55	29 7 2
590	Tavernspite N. 4	171 0 0	39	19 13 4
590	Templeton - B. 1	*25 0 0	75	36 13 6
			16	7 0 0
591	Tenby - - N. 6	170 0 0	94	41 6 8
591	Tenby, Infants - - N. 6	- - -	64	26 5 8
591	Tenby, New Hedges - Ch. 6	119 0 0	43	14 11 8
592	Thornton - B. 1	- - -	53	27 15 10
592	Trefgarn - B. 1	- - -	59	30 17 10
592	Trevine District - - B.			
592	Uzmaston-cum-Boulston - N. 3	167 0 0	44	28 6 3
593	Velindre - B. 1	- - -	44	28 4 8
592	Walton, West, and Talbenny N.	109 10 0		
591	Warren, Agricultural - 6	- - -	52	25 12 6
592	Wiston - N. 3			
592	Wolfscastle - B. 1	*175 0 0	21	10 11 8
592	Zion Hill - B.			
	RADNORSHIRE.			
605	Abbey-cwmhir - - N. 5	- - -	26	3 9 3
602	Bonghrood - N. 5	74 0 0	34	18 7 0
603	Cascob - - N.	134 0 0		
602	Clyro - - N. 10	276 0 0	34	20 15 0
605	Cwmtoyddur, Endowed - Ch. 5	- - -	54	10 10 0
604	Heyop - - N. 5	156 7 6	28	14 6 0
604	Knighton - N. 5	515 0 0	182	66 13 1
605	Llanbadarnfawr - - N.	202 0 0		
604	Llananno with Llanbadarn Fynydd Glan Ithon Ch.	202 10 0		
602	Llowes (Hay) Ch. 10	- - -	15	4 8 9
605	Nantmel - N. 5	156 0 0	29	15 8 0
603	Radnor, New N.			
603	Radnor, Old N.	220 0 0		

a Removed from inspection.

b School closed.

ISLANDS.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
	CHANNEL ISLANDS.	£ s. d.		£ s. d.
	Alderney - N. 10	- - -	81	35 18 3
	Alderney - W.	150 0 0		
	Guernsey, St. John's - N. 10	432 10 0	301	140 7 6
	Guernsey, St. Marie du Castel's Inft. 10	- - -	52	26 1 10
	Guernsey, St. Peter's Port N. 10	- - -	438	224 14 10
	Guernsey, St. Peter's Port B. 10	*46 0 0 280 10 0	51	31 2 8
	" " Guernsey, St. Peter's Port, St. Joseph's R. 7	- - -	126	61 8 11
	Jersey - - N. 10	*125 0 0 51 0 0	282	126 6 8
	" - - "			
	Jersey, Gorey N. 10	*100 0 0	79	31 3 8
	Jersey, Gronville, Central N.	381 0 0		
	Jersey (St. Helier), St. Peter's and St. Mary's - R. 7	- - -	67	28 9 4
	Jersey, St. James' - N. 10	- - -	324	174 15 6
	Jersey, St. Mark's - N. 10	321 2 6	214	104 10 0
	Jersey, St. Owen's, Central - Ch. 10	277 12 6	66	44 3 6
	Jersey, St. Ouen's - W. 10	300 15 0	78	51 1 8
	Jersey, St. Paul's N. 10	- - -	150	97 3 4
	Jersey, St. Peter's - N. 10	267 10 0	60	31 9 2
	Jersey, St. Saviour's - N. 10	- - -	59	28 0 2
	Jersey, Trinity N.			
	ISLE OF MAN.			
	Arbory - - N.	*50 0 0		
	‡Bishopscourt, Model - N.			
	Cronkbourne N. 7	- - -	55	33 17 2
	Cronk-ne-Voddy, St. John's N.	48 10 0		
	Dhoon Bridge N.	*44 0 0		

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	ISLE OF MAN—*cont.*	£ s. d.		£ s. d.
	Dolby - - N. 7	- - -	87	31 14 6
	Dolby - - R.	*150 0 0		
	Douglas - R. 6	- - -	119	55 18 10
	Douglas, St. Barnabas' - N. 7	105 18 4	389	194 12 2
	Douglas, St. George's - N. 7	- - -	372	178 16 4
	Douglas, Thomas Street - W. 5	- - -	175	90 5 8
	Douglas, Well Road - - W. 5	- - -	53	24 13 10
	Foxdale - Ch. 7	201 4 9	140	65 19 10
	Jurby - - Ch. 7	228 6 0	33	10 9 4
	Kirk Andreas N. 7	*72 0 0 72 6 0	71	40 3 4
	" Braddan N.	344 0 0		
	Kirk German, St. John's - N. 7	70 0 0	105 13	58 4 8 4 14 2
	Kirk Marown P.			
	Kirk Maughold - - P.	140 5 0		
	Kirk Michael N	67 10 0		
	Kirk Onchan P. 7	187 13 4	90	43 10 6
	Kirk Patrick P. 7	200 0 0	78	44 12 5
	Kirk, St. Anne's N.	100 0 0		
	Laxey Glen - N. 7	*38 0 0	156	69 14 10
	Malew, Ballasalla - - N. 7	188 0 0	75	36 15 2
	Malew, Castletown - - N. 7	*90 0 0 181 6 0	141	63 18 0
	" " - "			
	Malew, Grenaby - - N.	*50 0 0		
	Malew, St. Mark's - Ch. 7	100 0 0	39	20 6 4
	Man, Isle of, St. Jude's - N.	63 0 0		
	Peel, Christian, Endowed - N. 7	457 18 11	312	141 11 7
	Peel, Mathematical and Nautical -	112 0 0		
	Peel - - W. 5	395 0 0	88	46 7 8
	Port, St. Mary's - N. 7	*75 0 0	54	29 15 6
	Ramsey - N. 7	*155 0 0 122 15 3	118	32 10 4
	" - "			
	Rushen (Girls') N. 7	- - -	48	28 9 2
	Rushen (Boys') - P. 7	344 10 6	74	39 11 8
	Sulby - - N. 7	*100 0 0	62	21 18 2

SCOTLAND.

NOTE.—Ch. of S. or C.A. denotes that the School is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; Par., a *Parochial* School; and Undl., that it is *Undenominational*.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
ABERDEENSHIRE.	£ s. d.		£ s. d.
Aberdeen, Bon Accord - - F.C. 10	*250 0 0	325	166 0 0
Aberdeen, Davidson's - - 9	- - -	190	73 0 0
Aberdeen, Dr. Bell's - - 9	- - -	421	182 6 8
Aberdeen, (Dr. Brown's), Skene Square - Ch.S. 9	- - -	156	64 10 0
Aberdeen, East Parish - - F.C. 9	- - -	178	69 3 4
Aberdeen, East Parish - - Sess. 10	*400 0 0 54 0 0	318	125 10 0
Aberdeen Female Orphan Asylum. 9	- - -	33	
Aberdeen, Gallowgate, Port Hill 9	- - -	142 20	21 10 0
Aberdeen, Granton Lodge.			
Aberdeen, Greyfriars - - Sess. 10	- - -	277	154 12 6
Aberdeen, Greyfriars - - F.C.	500 0 0		
Aberdeen, Guestrow Reformatory.			
Aberdeen, Holborn Ross - 9	- - -	278	62 0 0
Aberdeen, John Knox's - - F.C. 9	- - -	183	104 10 0
Aberdeen, John Knox's, Boys - Sess. 10	*100 0 0	236	67 15 0
Aberdeen, John Knox's, Girls - Sess. 10	*98 5 0		
Aberdeen, North F.C. 10	- - -	179	81 15 0
Aberdeen, North Parish - - Sess. 10	*300 0 0	248	109 6 8
‡Aberdeen, Old Mill Reformatory.			
Aberdeen, St. Andrew's, Boys Epis. 4	- - -	51	21 10 0
Aberdeen, St. Andrew's, Female (late St. John's) Epis. 4	- - -	183	115 15 0
Aberdeen, St. John's - - Epis. 4	- - -	107	28 15 0
Aberdeen, St. Peter's - - R.C. *a*			
Aberdeen, Shaw's Court, Female School of Industry - - 9	- - -	94	44 16 8
Aberdeen, Sheriff Watson's Female Industrial - 9	- - -	56	34 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Aberdeen, South Parish - - F.C. 10	165 0 0	403	241 10 0
Aberdeen, South Parish - - Sess.	*220 0 0		
Aberdeen (Sugar House Lane) Reformatory - -	204 0 0		
Aberdeen, Trades 10	- - -	96	45 0 0
Aberdeen, Union F.C. 10	295 0 0	150	76 0 0
Aberdeen, West Parish - - Sess. 10	382 8 9	261	95 3 4
Aberdeen, Woodside - - F.C. 10	*150 0 0 30 13 4	265	98 0 0
" " - - "	105 0 0	41	15 0 0
Aberdour, New, Girls - - Par. 1	- - -	32	13 0 0
Abergeldie, Her Majesty's Female - - 4	- - -	19	15 0 0
Aboyne - - Par.			
Aboyne, Lady Huntly's Female - - 12	- - -	43	22 1 8
Alford, Female Ch. of S.			
Alford - - Par. 2	- - -	63	16 5 0
Alford Village Ch. of S. 2	104 0 0		
Auchindoir - Par. 2			
‡Auchindoir, Second Par.			
Auchterless, Female - - -			
Auchterless - Par. 2	- - -	62	16 5 0
Badenscoth Ch. of S. 2	285 5 0	56	14 0 0
Ballater, Female 4	- - -	47	20 8 4
Ballogie, Female - 3	- - -	41	43 10 10
Banchory Devenick - - F.C.			
Belhelvie - - Par.			
Birkhall - - 4	- - -	14	15 0 0
Birse - - Par.			
Blackburn, Female - - F.C. 12	- - -	59	20 0 0
Blackhill - -			
Bonny Kelly (New Deer) District - -	148 0 0		
Boyndlie - - Epis. 5	- - -	48	30 0 0
‡Braemar, Achendryne - - R.			
‡Braemar, Inverey R.			
Braemar - - Public	- -	39	1 15 10
Bridge of Don, Subscription - G.A.			

a Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Broadsea - - G.A. 10	- - -	67	16 13 4
Burnhaven - G.A. 10	127 10 8	56	15 0 0
Byth, New - 11	277 19 0	56	40 0 0
Cairnbanno, Madras 1	150 10 0	70	31 10 0
Cairney - - Par. 3	- - -	42	15 0 0
Castleton of Braemar Society's. *a*			
Cluny - - - Par. 2	- - -	31	15 0 0
Coldstone - - Par. 3	- - -	80	15 0 0
Corsindae, Female 2	- - -	*b*	
Coull - - - Par. 3			
Crathie, Female 4	- - -	26	1 13 4
Crathie Side - - 4	- - -	23	14 5 0
Cruden - - F.C. 12	57 0 0	41	15 0 0
Cruden (Lord Errol's) - - Epis. 4	*90 0 0	105	45 15 0
Cullerley District 2	- - -	25	20 0 0
Culsalmond - Par. 3	- - -	40	15 0 0
‡Cuminestown - Epis.			
Cushnie - - Par. 2	- - -	52	15 0 0
Daviot - - Par. 1	- - -	90	16 10 0
Deer - - - Epis.			
Deer, Old - - F.C. 12	109 11 5	68	26 15 0
Deer, Old Girls - 1	200 0 0	48	33 10 0
Deer, Old, Bulwark, Girls - 1	- - -	49	14 0 0
Deer, Old, Clochan Side - - - Par. 1	175 0 0	65	15 0 0
Deer, Old - - Par. 11	- - -	72	20 0 0
Deer, Old, Shannas Side - - Par. 1	- - -	65	15 0 0
Echt, Female - 2	- - -	36	33 10 0
‡Ellon - - Epis.			
Ellon, Female - 11	- - -	38	12 0 0
Ellon - - - F.C. 11	162 0 0	122	40 0 0
Fintry (Turriff) 2	123 0 0	67	11 10 0
Forgue (Drumdollo) - - F.C. 1	- - -	52	39 0 0
Forgue - - Par. 3	- - -	82	38 16 8
‡Forgue - - Epis.			
Forgue-Side - Par.	117 0 0		
Fraserburgh, Female Industrial - 10	- - -	110	81 0 0
Fraserburgh - F.C. 11	492 0 0	85	44 13 4
Fraserburgh - Par. 10	- - -	137	71 0 0
Fraserburgh, St. Peter's - - Epis. 5	758 0 0	115	50 10 0
Fraserburgh, Techmury, Second. - Par. 1	180 0 0	47	15 0 0
Fyvie, All Saints' Epis. 5	- - -	22	10 0 0
Fyvie, Female Ch. of S. 11	- - -	90	49 0 0
Fyvie - - - F.C. 1	- - -	45	15 0 0
Fyvie - - Par.			
Gariochsford - F.C. 1			
Gartly, Female Ch. of S. 3	- - -	30	13 0 0
Gartly, Congregational - - F.C. 2	- - -	29	5 0 0
Gartly - - Par. 3	- - -	30	38 16 8
Garmond - - -	66 0 0		
Gilcomston - F.C. 9	- - -	132	35 0 0
Gilcomston, Northfield Mission - 9	- - -	89	9 15 0
Glenbucket, Female - - F.C. 7	- - -	42	14 0 0
Glenfondland - G.A. 3	- - -	—	*c*

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Huntly, Female Ch. of S. 12	- - -	95	30 0 0
Huntly - - F.C. 10	- - -	169	82 15 0
Huntly (Gordon) Industrial - F.C. 10	- - -	140	115 0 0
Huntly - - Par.			
‡Huntly - - E.			
Huntly, Second - Par.			
Insch - - - F.C. 12	82 4 6	87	29 3 4
Insch - - - Par. 12	- - -	79	23 3 4
Inverury - - F.C. 11	120 0 0	130	40 0 0
Inverury, Infant F.C. 11	- - -	35	5 16 8
Inverury - - Par. 12	- - -	131	50 10 0
Inverury, St. Mary's - - Epis. 5	- - -	59	23 0 0
Keig - - - Par. 2	- - -	50	15 0 0
Keithhall, Kinmuch, Female - 2	- - -	21	2 10 0
‡Kemnay - - Par.			
Kincardine O'Neill F.C. 2	- - -	48	35 0 0
Kincardine O'Neill, Village - - Par.			
Kinellar - - Par. 2	- - -	61	21 10 0
King Edward - Par. 2	- - -	65	21 10 0
Kingswells - F.C. 2	334 0 0	32	18 0 0
Kintore - - F.C. 12	75 0 0	77	38 0 0
Kintore - - Par. 2			
Knaven Denhead 12	- - -	53	13 15 0
Largie (Insch) - F.C. 2	192 0 0	47	1 5 0
Leslie - - Par. 2			
Lesmore - - G.A. 3	- - -	39	21 10 0
Leylodge - Ch. of S. 2	210 0 0	43	11 5 0
Logie - - Epis. 5	- - -	37	34 13 4
Longhill - - G.A. 3	- - -	18	16 10 0
Longside - - Par. 11	- - -	63	
Longside Mintlaw	86 12 6		
Lyne of Skene - F.C. 2	- - -	28	14 0 0
‡Machar (New) - Par.			
Meiklefolla - Epis. 5	- - -	70	26 6 8
Meldrum, Old - F.C. 11	123 0 0	51	25 0 0
Methlick, Girls - 11	132 0 0	72	14 3 4
Midmar - - Par. 2			
Migvie - - G.A. 3	- - -	37	18 0 0
Minduruo, Mixed 2	- - -		2 10 0
Monquhitter - F.C. 3	- - -	54	7 10 0
Newburgh Side 11	- - -	88	20 0 0
Newhills - - F.C. 11	6 12 6	93	40 10 0
Newseat, Female 1	- - -	—	*c*
Oyne - - - Par. 3	- - -	85	15 0 0
Peterculter - Par.			
Peterhead Academy - - - Par.	*650 0 0		
	140 0 0		
Peterhead (Boys) F.C. 10	219 15 0	61	20 0 0
Peterhead (Girls) F.C. 10	- - -	197	101 10 0
Peterhead (Female) - - Par. 10	- - -	64	14 0 0
Peterhead, East Parish - - G.A.	300 0 0		
Peterhead, St. Peter's - - Epis. 5	- - -	92	10 0 0
Peterhead, Union Industrial - 10	120 0 0	63	15 0 0
Pitsligo, New, Female - - 11	- - -	104	60 0 0

a Forms part of a new school to be calle "Braemar Public.") *b* Not inspected Feb. 1867. No grant due.
c School not inspecte) in 1867.

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	£ s. d.		£ s. d.
ABERDEENSHIRE—*cont.*			
Pitsligo - - Par. 1	- - -	145	47 10 0
Pitsligo, New - Par. 11	- - -	148	35 10 0
Pitsligo, New, St. John's - Epis. 5	762 12 0	191	105 10 0
Port Elphinstone (Subscription) - - F.C. 11	103 10 0	88	39 0 0
Rathen - - G.A.	108 10 0		
Rayne, Old, Female - - Ch. of S. 12	- - -	57	29 0 0
Rhynie, Female Est. Ch. 3	- - -	40	
Rhynie, Girls - 2	- - -	47	15 0 0
Rhynie - - Par. 3	- - -	76	18 0 0
Rosehearty, Female 3	- - -	80	4 3 4
Ruthvieston - F.C. 9	- - -	73	6 13 4
Savoch - - 10	113 0 0		
Skene - - F.C. 2	130-10 0	51	21 17 6
Stoneywood Works 11	- - -	145	26 10 0
Strichen, Female Ch. of S. 11	- - -	57	40 0 0
Strichen - - Par. 11	- - -	90	17 18 4
Tarland, Aberdeen Memorial 3	- - -	50	27 10 0
Tarves, Girls - 11	132 0 0	52	35 0 0
‡Tarves - - Par.			
Tillymorgan - Epis.			
Tornaveen - - Par. 3	- - -	38	17 10 0
Torphins - - Par. 3	- - -	71	31 10 0
Towie and Cushnie, Female - F.C. 7	- - -	53	40 0 0
Towie and Glenkindie Christian Knowledge Soc. 2			
Tullynessle Ch. of S. 2	148 0 0	35	13 0 0
Tullynessle - Par. 2	- - -	65	16 10 0
Turriff - Fem. 11	- - -	100	63 0 0
Turriff - - Par. 11	- - -	108	16 10 0
Tyrie - - Par. 1	- - -	56	30 0 0
Udny, Female Estab. Ch. 1	- - -	38	15 0 0
Udny - - - F.C. 12	97 7 0	66	39 0 0
Udny - - - Par. 1	- - -	37	15 0 0
Waterton of Echt Par. 2	- - -	57	39 3 4
Wells of Ythan - Par. 3	- - -	89	19 16 8
Whiterashes - Epis. 5	- - -	43	16 10 0
Whitestripes - G.A.			
ARGYLLSHIRE.			
Acha (I. of Coll) - 7	- - -	29	20 0 0
Appin - - F.C. 7	291 12 0	34	20 0 0
Ardchiavaig, Christian Knowledge Society - - 8	- - -	36	11 5 0
Ardentinny - G.A. 6	- - -	20	15 0 0
Ardgour Female 7	- - -	15	10 0 0
Ardrishaig - Epis. 8	- - -	70	45 0 0
Ardrishaig - F.C. 7	- - -	72	35 9 2
Ardrishaig - Ch. of S.			
Ardtun - - F.C.			
Ballachulish, South, St. John's - Epis. 8	- - -	58	50 0 0
Barbreck, Female 7	- - -	20	13 0 0
Barcaldine - G.A. 7	- - -	40	20 0 0

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	£ s. d.		£ s. d.
ARGYLLSHIRE—*cont.*			
Bowmore - - F.C. 7	87 10 0	68	20 0
Bowmore - - Par. 7			
Bowmore, late Killarow, Female - Indus. 7	- - -	19	
Bridgend (Islay), Female - Indus. 7	- - -	28	15 0 0
Bridgend - - Par.			
Campbeltown, Argyll Street, Elementary Female 6	- - -	82	36 10 0
Campbeltown, Burgh and Parochial.			
Campbeltown (Dalintober), Miss Campbell's Par. 6	- - -	109	120 0 0
Campbeltown - Epis.			
Campbeltown - F.C. 6	- - -	120	85 0 10
Campbeltown, Kirk Street, Society's.			
Campbeltown Reformatory.			
Campbeltown, United Female School of Industry - - 6	- - -	91	52 10 0
‡Caolis - - F.C.			
Carradale - - G.A. 6	- - -	26	17 10 0
Cornaigbeg, Female G.A. 7	- - -	45	10 0 0
Corpach - - G.A. 7	- - -	38	12 10 0
Corran (of Ardgour) 7	- - -	25	15 0 0
Craignish - Ch. of S. 7	- - -	36	15 0 0
‡Croish - - F.C.			
Dalilongart - G.A.			
Dervaig, Female Industrial - 8	197 0 0	24	14 0 0
Drumlemble - G.A. 6	- - -	31	15 0 0
Dunoon, Female Industrial - F.C. 10	145 0 0	57	32 0 0
Dunoon - - F.C. 10	- - -	67	37 10 0
Dunoon - - Par. 6	- - -	75	15 0 0
Dunoon, Female Par. 6	- - -	53	22 0 0
Foreland (Bowmore) - - F.C.			
Garvan (Christian Knowledge Society's.)			
Glenbarr, Society's 6	- - -	38	15 0 0
Glenborrodale - G.A. 7	- - -	15	15 0 0
Glencoe Side - Par.			
Glencoe - - F.C. 7	- - -	75	35 10 0
Gruinard - - F.C.			
‡Hynish - - F.C.			
Inverary Burgh Par. 7	- - -	99	49 0 0
Inverary - - F.C. 6	- - -	56	37 0 0
Kilcalmonell - Par. 6	- - -	50	43 0 0
Kilchenzie, Beauluchantine - G.A. 6	- - -	20	15 0 0
Kilchoman - G.A. 7	- - -	31	7 10 0
Kilchoman - Par. 7	- - -	31	21 10 0
Killarow and Kilmeny - - F.C. 7	- - -	66	45 0 0
Killean - - F.C. 6	- - -	26	11 13 4
Killean - - Par. 6	- - -	21	21 10 0

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	£ s. d.		£ s. d.
ARGYLLSHIRE—*cont.*			
Kilmodan - - F.C. 7	- - -	32	21 10 0
Kilmore - - Par. 8	- - -	46	43 0 0
Kilmun - - Par. 6	- - -	25	6 5 0
Kintraw - - G.A.			
Kinloch - - G.A.	*75 0 0		
Kirkapol - - Par. 7	- - -	48	18 0 0
Kirn (Dunoon) - Sess. 7	- - -	46	39 0 0
Knapdale, North Par. 6	- - -	40	21 10 0
Lagavulin (Islay) Ch. of S. 7	- - -	44	25 0 0
Ledaig - - G.A. 8	- - -	34	16 2 6
Lismore, Female *a*			
Lismore - - Par. 7	- - -	40	20 0 0
Lochaline - - Sess. 8	100 0 0	50	20 0 0
Lochdonhead - G.A.	82 0 0		
Lochend - - F.C. 6	- - -	101	55 6 8
Lochgilphead - Epis.			
Lochgilphead - F.C. 7	- - -	162	90 0 0
Lochgilphead - Par. 6	251 0 0	56	10 0 0
Lochgoilhead Village - - 6	- - -	40	23 5 10
Lotts - - - G.A. 7	- - -	30	15 0 0
Melfort - - F.C.			
Mulindry - - F.C. 7	- - -	30	15 0 0
Oatfield - - G.A. 6	- - -	30	20 0 0
Oban, Female - 7	- - -	71	39 0 0
Oban - - - F.C. 7	150 0 0	100	30 0 0
Oban, Infant 7	- - -	46	11 13 4
Ormsar - - G.A.			
Peninver - - G.A. 6	- - -	24	16 10 0
Poll Strachur - 7	200 0 0	22	3 15 0
Poltalloch, Industrial 8	- - -	81	54 13 4
Port Charlotte, Female Industrial 7	- - -	15	10 0 0
Port Charlotte - G.A. 7	- - -	41	31 10 0
Port Ellen, Infant and Industrial - 7	- - -	64	
Portnahaven - F.C. 7	73 15 0	71	42 10 0
Portnahaven, Parliamentary - 7	- - -	34	15 0 0
Rhunahourine - G.A. 6	- - -	54	15 0 0
Salen, Female Industrial - 8	- - -	25	13 0 0
Sandbank - - G.A. 6	357 10 0	37	20 0 0
Southend - - Par. 6	- - -	68	39 0 0
South Hall - F.C. 7	- - -	23	10 8 4
Stralachlan - Par. 7	- - -	16	15 0 0
Strone, Female - 6	- - -	30	11 0 0
Tarbert - - F.C. 7	- - -	128	52 0 0
Tarbert - - G.A. 6	- - -	66	10 0 0
Tighnabruaich-Side Par. 7	- - -	71	12 10 0
Tobermory - F.C. 7	- - -	69	23 0 0
Tobermory, Girls' Industrial - G.A.	133 0 0	*	
AYRSHIRE.			
Alloway, Subscription - - 5	140 0 0	92	53 0 0
Alton Side.			
Annick Lodge Coal Works - 5	- - -	79	37 8 4
Ardeer Iron Works - - - 11	- - -	272	137 10 0
Ardrossan Industrial 1	108 0 0	86	28 0 0
Ardrossan - - Par. 4	- - -	168	104 10 0
Ardrossan - - Sess. 4	*150 0 0	128	46 6 8
Arnsheen - - 5	- - -	38	16 10 0
Auchinleck Female 5	- - -	67	28 10 0
Auchinleck - Par. 4	- - -	114	57 0 0
Ayr - - - Epis. 9	- - -	93	57 0 0
Ayr, Fish Cross District - - F.C. 4	- - -	149	38 10 0
Ayr - - - G.A.	200 0 0		
Ayr, Reformatory	158 15 0		
†Ayr - - - R.			
Ayr, Smith's Institution - 4	- - -	258	53 8 4
Ballantrae, Glenap Endowed - 3	- - -	19	15 0 0
Ballantrae - - Par. 5	- - -	95	63 13 4
Barr - - - F.C.			
Barr - - - Par. 5	- - -	75	44 0 6
Barrhill - - F.C. 5	80 0 0	62	49 0 0
Beith, Endowed Industrial Ch. of S. 1	- - -	127	54 3 4
Beith - - - F.C. 5	132 0 0	67	59 0 0
Beith, Gateside - 1	- - -	70	42 10 0
Beith, New Street United - - Pres. 5	- - -	132	58 6 8
Beith - - - Par. 1	109 0 0	118	35 0 0
Benston - - 4	- - -	23	29 3 4
Blair Iron Works 11	- - -	229	104 10 0
Blair Mains - Par. 1	- - -	48	16 10 0
Burnside - - 11	- - -	72	36 10 0
Caprington, Infants 12	- - -	91	15 0 0
Catrine - - - F.C. 5	- - -	91	43 13 4
Catrine Public - 5	750 0 0	135	63 13 4
Colmonell, Female Industrial. Colmonell - - Par. 5	- - -	83	46 13 4
Coylton - - Par. 4	- - -	127	77 10 0
Craigmark - - 11	- - -	210	103 6 8
Cronberry, Eglinton Iron Company 11	- - -	191 / 60	31 13 4
Crosshands, Rural 5	- - -	43	15 0 0
Crosshill Female 5	- - -	60	29 10 0
Crosshill - - G.A. 4	- - -	71	44 15 0
Crosshouse - Par. 4	150 0 0	117	41 0 0
Culroy - - Sess. 5	- - -	46	
Cumnock, New - F.C. 4	- - -	122	61 10 0
Cumnock, Old - F.C. 4	- - -	75	33 8 0
Dailly - - F.C. 5	- - -	49	5 0 0
Dailly - - Par. 5	- - -	37	44 0 0
Dalmellington, Ironworks, Kerse 4	- - -	137	45 10 0
Dalmellington, Ironworks, Waterside - 11	- - -	388	110 16 8
Dalmellington, Joint. Dalry, Female Industrial Ch. of S. 4	- - -	159	69 10 0
Dalry - - - F.C. 5	66 10 0	231 / 62	87 0 0
Dalry, Kersland Barony - Ch. of S. 4	138 0 0	189	91 10 0
Dalry, Love Lane G.A. 11	- - -	46	16 10 0
Dalry - - - Par. 4	- - -	351	136 10 0
Darnconnor Ch. of S. 11	- - -	134	52 13 4

a School discontinued.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
‡Darvel - F.C. *a*			
Darvel Hastings' United - - 12	- - -	106	12 10 0
Dipple Side - - 7	- - -	50	8 15 0
Dreghorn (Cross Roads) - Ch. of S.			
Dreghorn - - Par. 12	- - -	112	19 14 2
Drybridge, Subscription - Ch. of S. 5	205 0 0	24	10 0 0
Dundonald - Par. 5	- - -	47	20 0 0
Dundonald, Old Rome - - F.C.			
Dunlop - - F.C. 5	- - -	41	13 15 0
Eglinton, Iron Works - - 11	637 0 0	186	92 6 8
Fenwick - - Par. 7	- - -	40	18 0 0
Fisherton - - G.A.	67 10 0		
Fullarton - - F.C. 4	156 3 4	218	110 0 0
Fullarton - - G.A. 4	- - -	139	82 0 0
Galston - - Par. 4	- - -	138	96 0 0
Galston, Public - 11	- - -	178	81 10 0
Girvan, Charity 5	195 0 0	94	52 13 4
Girvan - - F.C. 5	- - -	61	35 0 0
Girvan, Henrietta Street, Female 5	- - -	82	49 13 4
Girvan, Industrial Epis. 9	- - -	128	60 0 0
Girvan - - Par. 4	- - -	180	102 10 0
Glengarnock, Iron Works - 5	- - -	215	92 0 0
Grongar Side - Par. 6	- - -	49	10 0 0
Hairshaw (Fenwick) - - 1	- - -	33	15 0 0
Hurlford and Portland Iron Works, Subscription - 11	497 3 6	305 / 71	152 12 6
Irvine Public and Industrial - 11	310 0 0	161 / 31	99 10 0
Kerse Colliery.			
Kilbirnie, Female Industrial - 4	115 16 3	79	32 13 4
Kilbirnie - - F.C. 5	203 0 0	101	57 3 4
Kilbirnie - - Par. 4	- - -	155	70 10 0
Kilbride, West, Female Industrial - - 1	213 6 0	26	12 0 0
Kilbride, West - F.C. 4	- - -	63	42 10 0
Kilbride, West - Par. 1	- - -	126 / 33	62 0 0
‡Kilgrammie - Undl.			
Kilkerran (Hill Side) - - 5	- - -	71	21 10 0
Kilmarnock Academy.			
Kilmarnock - Epis.			
Kilmarnock, Female Industrial 12	- - -	134	27 10 0
Kilmarnock - Free 11	- - -	156	44 3 4
Kilmarnock, Industrial, High F.C. 4	- - -	89	58 0 0
Kilmarnock, Reformatory.			
Kilmarnock - R. 5	- - -	121	25 0 0
Kilmarnock, Town Head District - 4	140 13 4	260	112 15 0
Kilmaurs, Female Burgh - 1	- - -	54	37 0 0
Kilmaurs - - Par. 4	- - -	116	54 10 0
Kilwinning - Par. 4	- - -	267	127 10 0
Kingsford, Subscription - - 4	- - -	31	16 10 0
Kirkmichael Female - - 4	- - -	49	26 0 0
Kirkoswald - Par. 5	- - -	70	57 10 0
Largs, Brisbane, Endowed - 10	- - -	129	52 15 0
Largs, Female Industrial Ch. of S. 5	103 2 6	68	28 0 0
Largs, Female Industrial - F.C. 10	- - -	70	54 5 0
Largs - - F.C.	225 15 0		
Largs, New (Lade Street) - F.C.	403 13 4		
Largs - - - Par. 5	- - -	111	66 13 4
Lendal - Ch. of S. 5	120 0 0	30	8 15 0
‡Loudoun - - Par.			
Lugar Iron Works Ch. of S. 11	577 0 0	270	66 18 4
Mauchline, New Educational Institution - - - 11	- - -	155	46 10 0
Mauchline - Par. 11	- - -	115	30 0 0
Maybole, Industrial - Epis. 9	- - -	107	43 10 0
Maybole, Female Industrial - F.C. 5	- - -	64	34 0 0
Maybole, West Church - - 4	- - -	163	63 10 0
Monkton - - F.C.			
Muirkirk Iron Works - - 11	- - -	229	109 3 4
Muirkirk - - - Par. 1	- - -	130	32 10 0
Newmilns - - F.C. 4	252 0 0	248	112 5 0
Newton-on-Ayr F.C. 4	180 0 0	116	51 0 0
Newton-on-Ayr Par. 11	- - -	249	83 0 0
Ochiltree - - F.C. 4	100 0 0	49	1 15 10
Perceton - - F.C. 5	- - -	90	33 0 0
Pinwhirry - Ch. of S. 5	100 13 8	33	21 10 0
Prestwich, Burgh Ch. of S. 12			
Riccarton, New Street - - 5	- - -	95	15 0 0
Riccarton - - Par. 7	- - -	134	39 0 0
Riddance Works - 11	- - -	103	49 10 0
Saltcoats - - F.C. 5	363 4 0	160	75 5 0
Saltcoats - - R.C. 4	- - -	—	5 10 0
Saltcoats, Ryle's Hill - - - Par.	*150 0 0		
Skelmorlie Undl. 5	202 0 0	63	12 10 0
Sorn - - - Par. 4	- - -	118	76 10 0
Stair - - - Par. 5	- - -	47	27 10 0
Stevenston - Par. 4	- - -	162	45 11 8
Stewarton - - F.C. 4	158 0 0	88	33 10 0
Stewarton, Institution - - 11	- - -	197	109 6 8
Symington - F.C.			
Tarbolton, Female Subscription.			
Tarbolton, Subscription - - 4	- - -	102	63 6 8

a Incorporated with Darvel Hastings United School.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Tarbolton - - Par. 4	- - -	135	58 0 0
Troon Academy Ch. of S.	167 10 0		
Troon - - F.C. 4	- - -	128	61 5 0
Wallacetown Works 12	- - -	60	20 0 0
Whitletts, Feuars 12	71 0 0	67	55 10 0
BANFFSHIRE.			
Aberchirder - G.A. 12	321 0 0	209	84 10 0
‡Alvah - - Par.			
Arradoul Female Industrial - 3	171 0 0	46	15 10 0
Banff - - F.C. 10	- - -	123	23 0 0
Banff, St. Andrew's - Epis. 5	- - -	54	46 0 0
Banff, Wilson's Educational Institution - Ch. of S. 10	*100 0 0	128	56 5 0
Bellie - - Par. 11	- - -	95	43 0 0
Blacklaw Mixed Religious - Undl. 2	77 15 0	55	17 10 0
Boharm, Second Par. 11	214 0 0	28	12 10 0
Botriphnie - Par. 2	- - -	42	16 10 0
Buckie - Epis. 5			
Buckie - - F.C. 10	- - -	128	66 15 0
Buckie, United Pres.			
Chapeltown - R.C. 4	- - -	—	64 0 0
Cullen - - F.C. 10	- - -	73	27 15 0
Cullen - - Par. 1	- - -	88	
Cullen Seatown -	31 17 3		
Deskford - - Par. 1	- - -	63	34 0 0
Deskford - - F.C.			
Dufftown, Mixed R.C. 4	- - -	—	32 15 0
Dunlugais, Female 1	- - -	34	20 0 0
Easterfield, Female - - 1	- - -	20	10 0 0
Edingight - Ch. of S. 12	- - -	35	22 18 4
Enzie - - F.C. 3	- - -	79	30 0 0
Enzie, Society.			
Fordyce - - F.C.	69 0 0		
Fordyce, Industrial - Ch. of S.			
Forglen, Female 1	- - -	52	
Glenlivat - - G.A. 2	- - -	49	40 18 4
Glenrinnes - G.A. 2	- - -	34	47 10 0
Grange (by Keith) - - F.C. 1	- - -	58	15 0 0
Grange - - Par. 2	- - -	68	25 0 0
Hilton (Banff) - Par. 1	- - -	62	15 0 0
Inverkeithnie, (Downies) - F.C. 1	- - -	34	15 0 0
Keith - - F.C. 10	- - -	136	74 0 0
Keith - - Par. 11	- - -	182	71 0 0
Kirkmichael - Par. 3	- - -	40	16 10 0
Linhead, Female 1	- - -	71	10 0 0
Longmanhill, Lord Fife's - 1	- - -	57	35 10 0
Lynn of Shenval (Glenlivat) - 2	- - -	45	15 0 0
Macduff - - F.C. 10	353 11 0	278	132 10 0
Macduff - - Par. 11	- - -	105	72 10 0
Marnock, New - F.C. 1	- - -	141	124 10 0
Mortlach, Dufftown Female - Estab. Ch. 2	297 12 0	70	18 6 8

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
BANFFSHIRE—*cont.*	£ s. d.		£ s. d.
Mortlach - - Par. 2	- - -	80	19 2 6
New Mill, Society's. 2	- - -	54	30 0 0
Ordiguhill - Par. 1	- - -	88	15 0 0
Park, Girls' - 1	- - -	68	39 0 0
Pitgair, Female Par. 1	- - -	58	20 0 0
Port Gordon Ch. of S. 2	- - -	58	15 0 0
‡Portnochie - G.A.			
Portsoy, Female Industrial - 11	107 0 0	52	14 3 4
Portsoy, Grammar Par. 11	180 0 0	134	45 10 0
Portsoy, Society's 11	- - -	37	15 0 0
Protston Hill - Par. 1	- - -	82	33 6 8
Rathven - - Par. 2	- - -	62	61 0 0
Rothiemay, Female - - Par. 2	- - -	16	2 10 0
Rothiemay - F.C. 1	- - -	107	40 0 0
Rothiemay - Par. 2	- - -	32	
Tomintoul, Female - - 3	- - -	21	
Tomintoul, Parliamentary - Par. 3	- - -	73	67 0 0
Tomintoul - - R.C. 4	- - -	—	58 5 0
Whitehills - G.A. 1	- - -	68	
BERWICKSHIRE.			
Abbey, St. Bathan's Par. 3	- - -	33	23 0 0
Allanton			
Allanton, Female 3	- - -	27	3 13 4
Auchincrow Estab. Ch.	175 0 0		
Ayton, Female.			
Ayton, Infant and Sewing - 3	- - -	50	30 0 0
Ayton - - Par. 3	- - -	67	15 0 0
‡Berwick, Girls, Industrial.			
Birgham, District Ch. of S.			
Boston - - F.C. 2	- - -	105	64 0 0
Burnmouth - G.A. 3	188 0 0	64	20 0 0
Coldingham (Auchincrow) Undl. 3	- - -	56	30 0 0
Cranshaws - Par. 3	- - -	36	20 0 0
Dunse - - Par. 3	- - -	81	66 9 2
Earlstown - - F.C. 2	- - -	93	21 5 0
Eyemouth - - F.C. 2	225 0 0	176	78 6 8
Eyemouth - - Par. 3	- - -	168	59 8 4
Greenlaw - - F.C. 2	245 10 0	107	55 10 0
Lauder - - F.C. 2	- - -	88	50 10 0
Lauder, Industrial and Infants - - 4	- - -	44	30 0 0
Lauder - - Par. 4	- - -	58	40 0 0
Leitholm - - F.C.			
Mertown - - Par. 3	- - -	69	23 0 0
Milne Graden - Par. 3	- - -	31	7 10 0
Ninewells - Ch. of S. 3	- - -	40	16 10 0
Paxton, Girls and Infants - - Par. 3	- - -	37	18 15 0
Paxton Village Ch. of S. 3	- - -	31	8 19 2

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
BERWICKSHIRE—*cont.*	£ s. d.		£ s. d.
Renton (late Houndwood Grant's House)	50 0 0		
Reston - - Par. 3	68 0 0	68	16 10 0
Swinton - - F.C. 2	- - -	78	21 10 0
BUTESHIRE.			
Brodick - - Par. 7	- - -	60	35 10 0
Bute, Ragged Industrial.			
Corrie (Arran) Endowed - - 7	- - -	31	15 0 0
Cumbrae (Isle of) F.C. 10	- - -	60	25 0 0
Kingarth - - F.C.			
Lamlash Female Industrial - 7	- - -	39	8 3 4
Lamlash - - Par. 7	- - -	53	21 10 0
Port Bannatyne F.C. 10			
Rothesay - - G.A.	118 0 0		
Rothesay, East - F.C. *a*			
Rothesay, East and West - F.C. 10	- - -	120	55 7 6
Shiskine Side - Par. 3	- - -	47	16 10 0
Sliddery - - G.A. 7	- - -	28	20 0 0
Whitingbay, Female - - - 7	- - -	20	5 16 8
CAITHNESS-SHIRE.			
‡Achow - - F.C.			
Barrock - - G.A. 7	- - -	61	22 10 0
Berriedale - - G.A. 7	- - -	26	15 0 0
‡Bruan - - F.C.			
Canisbay - - F.C. 4			
‡Canisbay - - Par.			
Dumbeath, Female - - 7	- - -	38	17 0 0
Dunn - - - G.A.			
‡Dunnet - - Par.			
Forss - - - G.A. 7	- - -	29	24 0 0
Freswick - - G.A. 7	- - -	29	23 0 0
Gersa - - - F.C. 4			
Greenland - - F.C. 4	- - -	48	12 10 0
Halkirk, Congregational - - F.C. *b*			
Halkirk, Female F.C. 4	- - -	39	12 0 0
Halkirk - - Par. 7	- - -	67	32 10 0
John o'Groats - G.A. 7	- - -	49	25 0 0
‡Keiss, Congregational.			
Keiss, Parliamentary - - - 7	- - -	25	20 0 0
Latheron - - Par. 7	- - -	82	75 10 0
Leurery - - G.A. 7	- - -	67	32 18 4
Lybster - - F.C. 4	83 0 0	80	59 0 0
‡Mey Society's Estab. Ch.			
‡Newlands - - F.C.			
Olrig, Female - - 4	- - -	57	30 0 0
Olrig - - - F.C. 4	- - -	65	28 15 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
CAITHNESS-SHIRE—*cont.*	£ s. d.		£ s. d.
Pulteneytown Academy - - 7	*400 0 0	167	75 13 4
Pulteneytown - F.C. 4	112 0 0	125	57 5 0
Staxigoe Society's.			
Stroma Society's.			
Thrumster - G.A.			
Thurso, Benevolent Female - 4	- - -	109	59 15 0
Thurso - - F.C. 4	- - -	121	59 0 0
Toftingall - G.A. 7	- - -	18	18 0 0
Ulbster Society's.			
Watten - - F.C. 4	262 0 0	30	23 0 0
Watten - - Par. 7	- - -	22	15 0 0
Wick - - - F.C. 4	- - -	230	102 16 8
CLACKMANNANSHIRE.			
Alloa - - - Epis. 2	- - -	177	98 17 6
Alloa Juvenile and Infants' - 6	401 0 0	186	76 12 6
Alloa Ragged and Industrial - *c*			
Clackmannan Ch. of S. 6	140 0 0	109	40 16 8
Clackmannan, Female - - - 6	- - -	40	13 0 0
Coalsnaughton, Subscription. *c*			
Devon Alloa Colliery - - 11	- - -	52	12 10 0
Forestmill, Subscription - - 3	- - -	26	16 10 0
Kennet Village - 6	- - -	51	30 0 0
Menstrie, Subscription - - 11	- - -	61	39 0 0
‡Sauchie, Subscription.			
Tillicoultry Academy - - 11	- - -	148	60 16 8
Tillicoultry - Par. 11	- - -	108	42 3 4
Tullibody, Subscription - - Par. 11	- - -	132	59 16 8
DUMBARTONSHIRE.			
Alexandria - F.C. 11	*d*120 0 0	—	9 0 0
Alexandria, Anne Street - - F.C. 11	- - -	133	50 10 0
Alexandria - Par. 10	250 0 0	206	95 10 0
Arrochar - - Par. 2	- - -	41	15 0 0
Bonhill (Mrs. Ewing's) Female Industrial - *d*			
Bonhill, Female Sess. 10	- - -	52	32 10 0
Bonhill - - Par. 10	- - -	138 / 115	68 10 0
Bowling, Public 10		*e*	
Cardross - - F.C. 1	- - -	30	13 0 0
Cardross - - Par. 2	- - -	75	15 0 0
Cumbernauld, Female - - 3	- - -	72	25 0 0
Cumbernauld - Par.			
Dalmonach Endowed - Ch. of S. 10	- - -	130	54 16 8

a Now forms part of Rothesay East and West F.C. *b* School ceased to exist.
c Removed from inspection. *d* School now closed. *e* Not inspected in 1867.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
DUMBARTON—*cont.*	£ s. d.		£ s. d.
Dalmuir, Subscription.			
Dumbarton, Burgh Academy - F.C. 12	- - -	297	79 17 6
Dumbarton - Epis. 9	- - -	97	47 10 0
Dumbarton - F.C. 12	112 0 0		
Dumbarton - R.C. 4	- - -	—	46 10 0
Dumbarton - Wes. 10	- - -	72	49 10 0
†Duntocher - F.C.			
Duntocher Works 12	- - -	106	31 10 0
Faifley - - Ch. of S.			
Gairlochhead, Public 2	- - -	33	15 0 0
Garscadden Works 12	- - -	131	46 13 4
Helensburgh - F.C. 11	240 0 0	90	8 10 10
Helensburgh, Grant Street Mission 12	- - -	184	48 10 0
Helensburgh, Quoad Sacra - Ch. of S. 10	- - -	149	61 5 0
Helensburgh, Ragged Industrial.			
Helensburgh, Trinity - - Epis.			
Jamestown, (Bonhill) - - F.C. 11	- - -	49	30 0 0
Kilcreggan - F.C. 12	423 0 0	58	21 10 0
Kilpatrick, New Par. 2	- -	175	14 0 0
Kilpatrick (Old) F.C. 12	- - -	117	25 0 0
Kilpatrick (Old) Par.			
Kirkintilloch Industrial - - 3	- - -	188 24	47 6 8
Kirkintilloch, Kerr Street, Self-supporting - - 3	- - -	83	34 0 0
Kirkintilloch (The Oswald and Kirk-Session) Ch. of S. 11	650 0 0	128	73 8 4
Knockderry, Mixed 2	- - -	24	10 0 0
Luss - - - Par. 2	- - -	38	15 0 0
Milton, Public - 12	168 10 0	90	36 10 0
Muirhead, South 3	- - -	34	10 16 8
Muirland Side - G.A.			
Renton, Female - G.A. 10	- - -	70	39 6 8
Renton, Infant and Female Industrial - - F.C. 11	- - -	51	12 0 0
Renton, Public - F.C. 11	- - -	104 37	71 10 10
Shandon - - F.C. 11	- - -	30	18 0 0
Waterside - - Undl.	87 5 0		
DUMFRIESSHIRE.			
Annan Bonshaw Par.	200 0 0		
Annan - - Par.			
Annan, Infant and Industrial - - G.A. 6	- - -	244	97 6 8
Brydekirk Infant and Female Industrial - - 6	88 18 0	66	30 0 0
Brydekirk - Par. 6	145 0 0	51	31 13 4
Capenoch, Infant 6	- - -	41	17 18 4
Carlaverock - Par. *a*			
Cummertrees - Par. 6	- - -	66	45 0 0

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DUMFRIES—*cont.*	£ s. d.		£ s. d.
Dumfries - - Epis. 3	- - -	90	40 0 0
Dumfries (Catharinefield) - - Par. 6	- - -	43	8 15 0
Dumfries, Ladies' Benevolent Society's - - 6	27 11 8	200	85 0 0
Dumfries, Mission - - F.C. 4	- - -	140	18 15 0
Dumfries and Maxwelltown Educational Society's - -	96 0 0		
Dumfries and Maxwelltown Ragged and Reformatory.			
Dumfries, St. Andrew's - - R.C. 5	- - -	90	35 0 0
Dunscore - - F.C.	212 0 0		
Ecclefechan, Infant and Industrial - - 6	*50 0 0	45	30 10 0
Ecclefechan - F.C. 4			
Gasstown - - Par.	45 0 0		
Glencairn - - F.C. 4	- - -	52	20 0 0
Glencaple - - 6	- - -	52	20 0 0
Goodhope - Ch. of S. 6	- - -	72	11 10 0
Hightae - - F.C. 4	11 0 0	51	15 0 0
Hoddam - - Par. 6	- - -	113	45 10 0
Holywood - - Par. 6	- - -	69	21 10 0
Kirkmahoe - F.C. 4	- - -	47	46 15 0
Kirkpatrick Fleming - - - F.C.			
Kirkpatrick, juxta Parish - - 6	- - -	79	32 10 0
Langholm - - F.C. 4	207 0 0	118	44 13 4
Langholm, Infant.			
Langholm - - Par. 6	- - -	114	37 11 8
Locharbriggs - G.A.	50 0 0		
Lochmaben - F.C. 4	15 0 0	74	46 10 0
Lochmaben - Par. 6	208 9 0	128	46 10 0
Lockerby, Industrial - - F.C. 4	320 0 0	103	42 18 4
Newton, Girls' - 6	- - -	33	10 0 0
Penpont - - Par. 6	- - -	80	25 0 0
Ruthwell, Female and Industrial 6	- - -	42	7 10 0
Ruthwell - - F.C. 4	- - -	27	15 0 0
Sanquhar - - Par. 6	- - -	141	53 10 0
Shielhill, Tinwald - - Par 6	- - -	37	16 10 0
Sibbaldie - - Par. 6	- - -	48	40 0 0
Tinwald (Amesfield) - - Par. 6	54 0 0	52	18 0 0
Torthorwald, 2nd Par. 6	- - -	54	18 0 0
Tynron - - Par. 6	- - -	20	18 0 0
Trohoughton - G.A.	30 0 0		
EDINBURGHSHIRE.			
Balerno Subscription Ch. of S. 2	208 16 6	88	45 18 4
Barnton (late Lauriston), Female Industrial 1	- -	50	33 0 0

a Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Bellsquarry Sub-scription - - 2	- - -	51	17 10 0
Borthwick, Gore-bridge, Herit-or's - - 2	- - -	59	22 11 8
Borthwick - Par. 2	- - -	66	40 10 0
Calder, East Sub-scription - 2	192 2 6	115	31 18 4
Calder, Mid, Fe-male - - 3	90 0 0	77	32 10 0
Calder, West - Par. 2	- - -	146	53 15 0
Calder, West, Sub-scription - - 3	- - -	75	16 5 0
Carrington - Par. 1	- - -	62	20 0 0
Cockpen - - F.C. 2	168 0 0	143	38 6 8
Colinton and Currie - - F.C. 1	117 0 0	54	21 10 0
Coltbridge (Lord Mackenzie's) - F.C. 2	103 10 0	108	61 10 0
Corstorphine - Par. 2	- - -	48	30 10 0
Cousland, Dis-trict - - - F.C. 1	177 17 6	61	15 0 0
Cramond - - F.C. 2	124 0 0	47	58 0 0
Cramond, Lennie 1	85 0 0	41	20 0 0
Cramond - - Par. 1	- - -	44	23 0 0
Crichton, Female Par. 2	- - -	60	25 0 0
Dalkeith - - Par. 1	- - -	73	20 3 4
Dalkeith, Buc-cleuch, Infants 1	- - -	87	37 0 0
Dalkeith Aca-demy - - F.C. 1	243 0 0	253	116 3 4
Dalkeith, Duke of Buccleuch's - 1	- - -	87	9 12 6
Dalkeith - - Sess. 1	- - -	33 15	9 3 4
Dalkeith, Poors School - - Sess.			
Dalkeith, St. Da-vid's - - R.C. 2	- - -	64	39 3 4
Dalkeith, St. Mary's - - Epis. 11	- - -	155	42 10 0
Dalmahoy, St. Mary's - - Epis. 11	- - -	62	46 10 0
Davidson's Mains Ch. of S. 1	- - -	92	29 0 0
Edinburgh, Buc-cleuch - - Sess. 7	*750 0 0	57	7 10 0
Edinburgh, Ca-nongate - Burgh 7	250 0 0	214	137 5 0
Edinburgh, Ca-nongate - - Sess. *a*	*350 0 0		
Edinburgh, Ca-nongate, Chris-tian Society's (Male) - - 7	- - -	80	27 10 0
Edinburgh, Ca-nongate, Chris-tian Society's (Female) - - 7	- - -	60	36 15 10
Edinburgh, Canon-mills, St. Mary's F.C. 6	150 5 0	97	58 16 8
Edinburgh, Cause-wayside - - F.C.			
Edinburgh, Chal-mers', Westport, Territorial - F.C. 7	- - -	194	109 10 10

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Edinburgh, Dean Chalmers' - F.C. 6	- - -	169	106 16 8
Edinburgh, Dr. Thomson's - F.C.			
Edinburgh, Foun-tain Bridge - F.C. 6	145 0 0	223	102 18 4
Edinburgh, Foun-tain Bridge, West, Female Industrial 1	- - -	186	61 0 0
Edinburgh, Free High Ch. (Ad-vocate's Close) 5	- - -	54	18 6 8
Edinburgh, Free, New North - F.C. 7	- - -	236	114 6 8
Edinburgh (Green-side), Dr. Bell's 7	- - -	340	110 10 0
Edinburgh, Green-side, Infants - 7	148 0 0	75	53 2 6
Edinburgh, High Church - - Sess.			
Edinburgh, High Riggs, St. Cuth-bert's - - F.C. 6	- - -	118	70 10 0
Edinburgh, Holy-rood - - - F.C. 6	- - -	170	106 13 4
Edinburgh, John Street, Indust. 5	- - -	87	31 10 0
Edinburgh, Lan-casterian - - 2	- - -	493	177 0 0
Edinburgh, Leven Lodge.			
Edinburgh, Marion-ville, Original, Ragged.			
Edinburgh, Model F.C. 6	303 0 0	534	314 15 0
Edinburgh, New Grey Friars - Sess.	254 0 0		
Edinburgh, Niddry St., Dr. Bell's Ch. of S. 7	- - -	481	199 0 10
Edinburgh, Nor-thern District - F.C. 7	605 0 0	164	95 10 0
Edinburgh, Old Grey Friars - G.A.	*845 0 0		
Edinburgh, Ori-ginal Ragged (Ramsay Lane), Industrial.			
Edinburgh, Pilrig F.C. 6	226 0 0	200	88 16 8
Edinburgh, Plea-sance Territorial F.C. 7	231 0 0	236	138 2 6
Edinburgh, Practising - G.A. 10	- - -	745	314 0 0
Edinburgh, Roseburn - F.C. 1	- - -	47	21 10 0
Edinburgh, Rox-burgh Street - F.C.			
Edinburgh, St. Andrew's Hall Epis. 11	- - -	186	73 6 8
Edinburgh, St. Andrew's - R.C. 2	- - -	147	52 11 8
Edinburgh, St. Ann's, Niddry Street - - R.C. 2	- - -	386	30 6 8
Edinburgh, St. Bernard's - Sess. 1	23 6 8	178	81 0 0

a School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Edinburgh, St. Catherine's - R.C. *a*			
Edinburgh, St. Columba's - Epis. 11	280 0 0	73	40 0 0
Edinburgh, St. George's - Epis. 11	- - -	73	36 10 0
Edinburgh, St. George's Local G.A. 4	- - -	338	147 5 10
Edinburgh, St. Ignatius - - R.C. 2	- - -	166	60 15 0
Edinburgh, St. John's, Practising - - Epis. 11	- - -	248	126 1 8
Edinburgh, St. John's - - Par. *b*			
Edinburgh, St. Mary's Female Indust. Epis. *c*			
Edinburgh, St. Mary's - R.C. *a*			
Edinburgh, St. Mary's (Horse Wynd), Infants R.C.			
Edinburgh, St. Mary's (Lothian Street) - - R.C. 2	1,200 0 0	400	140 16 8
Edinburgh, St. Mary's, Canonmills - Sess. 7	- - -	293	161 15 0
Edinburgh, St. Patrick's (Market Street) - - R.C. 2	- - -	192	96 15 0
Edinburgh, St. Paul's (Carrubber's Close) - Epis.			
Edinburgh, St. Paul's District F.C. 7	300 0 0	333	106 0 10
Edinburgh, St. Stephen's - G.A.	*800 0 0		
Edinburgh, Stockbridge - F.C. 6	- - -	200	64 5 0
Edinburgh, Thistle Street (McLean's) Ch. of S. 3	- - -	128	78 0 0
Edinburgh, Tolbooth - - Sess.	*600 0 0		
Edinburgh, Tolbooth - - F.C. 7	- - -	130	50 0 10
Edinburgh, Trinity - - Epis. 11	- - -	212	73 10 0
Edinburgh, Tron Church, Female Industrial - 2	- - -	84	55 0 0
Edinburgh, United Industrial.			
Edmonstone, Colliery - Ch. of S. 4	- - -	58	35 0 0
Edmonstone, Female - Ch. of S. 4	- - -	43	29 0 0
Fisherrow, English 1	- - -	96	76 10 0
Fisherrow - - F.C. 1	- - -	130	63 0 0
Fisherrow, Back of (Ragged) - F.C. 1	204 0 0	107	35 0 0
Gilmerton, Female			
Glencross - - Par. 2	- - -	98	37 18 4
Gogar, Female Ch. of S.			
Juniper Green, Female - Ch. of S. 2	80 0 0	50	21 9 2
Kirknewton - Par. 2	- - -	48	19 16 8
Lasswade - - Par. 4	- - -	72	29 3 4
Lasswade, Subscription - - 4	- - -	98	20 0 0
Lasswade, Whitesbill Colliery, Subscription Ch. of S. 4	- - -	131	69 5 0
Leith, Hay's Mechanics' - - 4	- - -	119	40 0 0
Leith - - R.C. 2	- - -	132	14 0 0
Leith, St. James' Epis. 11	735 0 0	425	216 4 2
Leith, St. John's F.C. 7	*550 0 0	222	80 3 4
Leith, St. Ninian's (late Mariners') F.C. 7	*490 0 0	216	125 11 8
Leith, South - F.C. 7	650 0 0	252	116 10 0
Leith, South - Par.			
Leith, Victoria - F.C. 7	- - -	94	21 10 0
Liberton - - F.C. 3	- - -	73	42 6 8
Loanhead, Subscription - - 4	115 4 0	163	68 10 0
Meadowbank, Female Industrial - - Ch. of S. *c*			
Morningside - F.C.	108 15 0		
Morningside, Subscription - - 3	- - -	59	5 0 0
Musselburgh Ch. of S. 2	- - -	76	50 10 0
Nellfield, Infant (Private) - Ch. of S. 2	- - -	37	11 0 0
Newbattle - - Par.			
Newbattle (Collieries) - Ch. of S. 4	- - -	205	83 0 0
Newbiggin - F.C. 1	- - -	167	55 10 0
Newhaven, Free Fisherman's Society - - 7	- - -	80	28 0 0
Newhaven, Madras Ch. of S. 3	*311 0 0	216	85 10 0
Newington, Ch. Congl. 2	- - -	90	2 8 4
Newington - F.C. 7	300 0 0	271	137 16 8
Newlandrig, Subscription - - 2	- - -	36	10 0 0
Pathhead Ford - F.C.			
Penicuick - Ch. of S. 4	188 0 0	92	43 0 0
Penicuick - - F.C. 2	81 0 0	127	74 10 0
Portobello - - Epis. 11	- - -	65	34 13 4
Portobello, Female 1		78	40 0 0
Portobello - - F.C. 7	- - -	64	23 0 0
Ratho, Female Ch. of S. 2	- - -	50	33 10 0
Ratho, New Subscription Ch. of S. *d*			
Roslin - - F.C. 3	- - -	55	28 0 0
Roslin, Subscription - - - 4	- - -	50	3 15 0
Slateford, St. Cuthbert's, Subscription - - 2	*100 0 0	91	19 15 10
" "	139 10 0		
Stobhill - " - G.A. 4	202 10 0	169	35 10 0
‡Stobhill, Mission F.C.			
Stow - United Pres. 1	- - -	49	25 0 0
Temple - - F.C.			
Valleyfield, Infant and Industrial - - 2	- - -	91	56 13 4

a Now forms part of St. Mary, Lothian Street, R.C. *b* School discontinued.
c Removed from inspection. *d* School given up.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	£ s. d.		£ s. d.
EDINBURGH—*cont.*			
Water of Leith, Original Infant 7	- - -	115	49 0 0
Wilkieston - F.C. 2	117 0 0	75	22 15 0
ELGINSHIRE.			
Archiestown - G.A.	101 0 0		
Bishopmill - G.A. 11	289 0 0	134	49 0 0
Burghead - - F.C. 11	- - -	110	41 10 0
Burghead - - G.A. 11	- - -	66	28 15 0
Clackmarras District.			
Duffus - - Par. 12	- - -	54	35 10 0
Elchies - - Par. 2	- - -	47	16 10 0
‡Elchies, Second Par.			
Elgin, Anderson's Institution, Free 11	- - -	239	57 15 0
Elgin - - - Epis. 8	166 0 0	63	55 13 4
Elgin, Girls - 10	*150 0 0	150	86 11 8
" - -	79 13 0		
Elgin, Trades - 10	*120 0 0	114	23 0 0
Findhorn - - 11	- - -	70	18 0 0
Fochabers, Milnes' Free - Ch. of S. 10	- - -	258	60 5 0
Forgie, Female 2	- - -	26	11 0 0
Forres - - Epis. 8	- - -	109	44 10 0
Forres, Female Industrial - 11	70 0 0	97	48 0 0
Forres, Infant - 11	- - -	111	29 10 0
Garmouth, Christian Society's - - 2	- - -	60	15 0 0
Garmouth - - F.C. 11	80 0 0	61	21 10 0
Hopeman - - F.C. 11	- - -	113	53 0 0
Hopeman - - G.A. 11	- - -	58	40 0 0
Kinloss - - Par. 2	- - -	38	18 0 0
Kintessack (Dyke) 3	- - -	34	23 6 8
Knockando, Female Industrial - 2	124 10 0	21	14 0 0
Logie - - - 3	- - -	99	77 3 4
Lossiemouth - F.C. 11	- - -	117	45 10 0
Lossiemouth, Boys G.A. 11	522 1 6	182	81 0 0
Lossiemouth, Girls G.A. 11	- - -	90	53 10 0
Rafford the Burgie - - - 3	- - -	62	15 0 0
Rafford the Reade, Female Industrial 3	- - -	23	11 0 0
Rothes Society, Female - - 2	- - -	55	15 5 0
St. Andrew's, Lhanbryd - Par. 2	- - -	65	31 10 0
‡Speymouth - Par.			
Spynie - - Par. 2			
Urquhart - - F.C. 3	- - -	78	43 10 10
Urquhart - - Par.			
FIFESHIRE.			
Aberdour - - F.C. 11	- - -	43	24 3 4
Aberdour - - Par. 4	- - -	87	39 5 0
Andrew's, St. (Fisher's) Ch. of S. 7	360 0 0	234	104 0 0
Andrew's, St., Infants - Ch. of S. 7	200 0 0	95	30 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	£ s. d.		£ s. d.
FIFESHIRE—*cont.*			
Andrew's, St., (Madras College) - - - 7	- - -	295	18 0 0
Anstruther, Easter F.C. 11	222 0 0	187	48 0 0
Auchtermuchty F.C. 3	65 0 0		
Auchtermuchty, Madras - - 5	278 0 0	95	47 0 0
Auchtermuchty Par. 5	- - -	115	74 10 0
Balmerino - Par. *a*			
Blebo Craigs, Girls' *b*			
Bogie, West - F.C. 6	38 15 0	41	
Bonerbo, Female 3			
‡Boreland - - Par.			
Brunton, Flisk, and Creich - F.C.	80 0 0		
Buckhaven Links 6	- - -	114	44 11 8
Buckhaven Village, Subscription - 6	500 0 0	156	93 3 4
Burnside, Subscription - - 3	- - -	69	26 13 4
Burnside, Endowed	45 10 0		
Burntisland Burgh 6	- - -	163	84 16 8
Burntisland - Epis. 11	- - -	99	18 3 4
Burntisland, Infant - - F.C. 10	- - -	185	66 15 0
Cameron - - Par. 5	- - -	53	18 0 0
Carnbee - - F.C. 3	151 0 0		
Cellardyke, Female 6	*110 0 0	52	32 1 8
Ceres - - - Par. 5	- - -	196	95 0 0
Ceres, Female Industrial.			
Cluny, Colliery Estab. Ch.			
Colinsburgh, Self-supporting - 5	95 0 0	65	25 0 0
Collessie - - Par. 4	- - -	61	36 10 0
Collessie - - F.C.	120 0 0		
Crail - Burgh 6	- - -	91	24 5 0
Crail, Town and Par. 6	- - -	79	35 10 0
Cupar, Madras Academy Ch. of S. 7	- - -	117	41 0 0
Cupar, Madras Academy, South Branch - - 7	170 0 0	169	52 9 2
Dairsie - - Par. 6	- - -	42	16 10 0
‡Dairsie - - F.C.			
Dalgety - - Par. 4	- - -	80	36 10 0
Denhead, Subscription - Ch. of S.	67 10 0		
Denino - Ch. of S. 5	- - -	55	16 10 0
Donibristle, Colliery 6		57	41 13 4
Dunbog - - Par. 5	- - -		
Dunfermline Abbey F.C. 10	400 0 0	113	60 10 0
Dunfermline, Female Industrial Ch. of S. 7	645 0 0	524	190 3 4
Dunfermline, Golfdrum (M'Lean's) G.A. 7	367 0 0	253	95 0 0
Dunfermline, St. Leonard's Works 7	- - -	231	120 16 8
Dunfermline, Trinity - - Epis.		64	

a Removed from inspection. *b* School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	£ s. d.		£ s. d.
FIFESHIRE—*cont.*			
‡Dunfermline, Wilson's Institution.			
Dunshelt - Ch. of S.			
Dysart, Burgh and - - Par.			
Dysart, Industrial 7	- - -	83	15 0 0
Dysart, Subscription 7	*330 0 0	76	37 10 0
" "	140 0 0		
Earlsferry, Infant and Industrial F.C. 10	78 0 0	60	38 10 0
Earlsferry, Subscription - - 5	112 17 8	52	40 0 0
Easter Fernie, Boys' Sess. - G.A.	88 0 0		
Elie - - Ch. of S. 5	- - -	73	28 0 0
Falkland - - Par. 5	- - -	69	22 10 0
Ferryport-on-Craig F.C. 7	124 0 0	165	47 0 0
Ferryport-on-Craig Par. 5	- - -	109	52 0 0
Flockhouse - F.C. 3	- - -	46	15 0 0
Forgan - - Par. 5	- - -	57	18 0 0
Forth, Iron Works 6	- - -	301 / 52	98 0 0
Freuchie, Girls - *a*			
Freuchie, Subscription - - 5	- - -	164 / 40	68 0 0
Gailatown, Subscription - - 11	434 16 0	137	62 10 0
Gilston, New. Subscription Ch. of S.	53 0 6		
Kelty - - - F.C. 3	- - -	73	36 10 0
Kembach - - Par.			
Kennoway - - Par. 6	- - -	109	63 13 4
Kettle - - Par. 5	- - -	89	44 13 4
Kettlebridge, Subscription - 4	- - -	50	6 5 0
Kilconquhar - Par. 5	- - -	88	26 10 0
Kilmany - - Par. 6	- - -	78	11 9 2
Kinghorn - - F.C. 10	- - -	52	25 0 0
Kingsbarns - Par. 6	- - -	136	38 16 8
Kirkcaldy, Burgh G.A.			
Kirkcaldy, Industrial Ragged.			
Kirkcaldy, Stewart's Lane, Female Subscription - - 10	- - -	111	25 8 4
Ladybank - Ch. of S. 5	264 0 0	87	55 10 0
Largo Durham Ch. of S. 5	144 0 0	86	52 3 4
Largoward, Subscription - - 5	- - -	56	18 0 0
Lassodie Colliery 6	- - -	94	15 0 0
Leslie - - - Par. 6	*430 0 0	127	65 16 8
‡Letham, Lady Leven's.			
Letham, Subscription - Ch. of S. *b*			
Leuchars - - Par. 5	- - -	89	29 13 4
Leven - - F.C. 10	- - -	138	56 10 0
Limekilns, Village 6	- - -	87	35 3 4
Lochgelly (Iron Company's) Ch. of S. 6	274 0 0	358 / 24	144 2 6
Lumphinnans Colliery - - 3	- - -	70	8 5 0
Lundin Mill, Subscription - 5	330 0 0	124	47 0 0
Markinch - - F.C. 10	- - -	82	59 10 0
Markinch, Lady Balfour's - 6	- - -	66	6 13 4
Monance St., Infants - - G.A.	125 0 0	31	11 13 4
Monance St. - Par. 6	- - -	87	21 10 0
Monimail - - Par. 4	- - -	45	21 10 0
Moninail - - F.C.	90 0 0		
Newburgh, Madras, Female - Ch. of S. 6	318 0 0	34	55 4 2
Newburgh - Par. 6	- - -	144	74 6 8
Newport - - F.C. 7	182 0 0	108	50 10 0
Pathhead and Sinclairtown, Subscription - 10	338 10 0	277	96 10 0
Pitlessie - - F.C. 7			
Pittenweem, Burgh 6	76 0 0	70	18 0 0
Pittenween, Infant - - 6	- - -	47	20 0 0
Prinlaws Works 6	- - -	381	21 10 0
Raith, Little Colliery - Estab. Ch. 6	- - -	167	63 10 0
Scoouie - Par. 6	- - -	102	33 0 0
Sinclairtown, Hawklymair, and Parkhead, Subscription - - 6	- - -	116	41 13 4
Springfield - F.C. 10	219 0 0	47	21 10 0
Star, Subscription 6	- - -	75	27 15 0
Strathkinness Estab. Ch. 5	- - -	91	35 0 0
Strathkinness - F.C. 7	100 0 0	115	52 0 0
Strathmiglo, Subscription - 5	- - -	94	34 13 4
Thornton - - G.A.	180 0 0		
Torryburn - - Par. 6	- - -	92	35 0 0
Townhill, Colliery.			
Wemyss Colliery, Girls - - - 6	- - -	78	8 6 8
Wemyss, East - F.C. 10	378 0 0	69	37 10 0
Wemyss, East - Par. 6	- - -	108	62 6 8
FORFARSHIRE.			
Airlie - - - Par. 5	- - -	40	31 13 4
Aldbar, Private - 5	- - -	49	21 10 0
‡Arbilot - - Par.			
Arbroath, Abbey Church - -	240 0 0		
Arbroath, Dale Cottage Reformatory.			
Arbroath, East - F.C. 11	- - -	136	53 0 0
Arbroath Educational Society's - - F.C.			
Arbroath - - Par. 6	- - -	315	97 1 8
Balkello, Self-supporting Ch. of S. 5	- - -	18	10 0 0
Barrie - - F.C. 1	70 0 0	45	21 10 0
Blacklunnans - G.A.			
Bonnington - F.C. 1	168 0 0	45	25 0 0
Braes of Coull Ch. of S. 5	- - -	41	15 0 0
Brax, The Gwynd 5	- - -	—	6 13 4
Brechin - - F.C. 11	177 10 0	169	42 10 0
Brechin - - Par.			

a Amalgamated with "Freuchie Subscription."

b School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Brechin, Infant	*220 0 0		
Brechin, St. Andrew's - - Epis.			
Brechin, the Tenements - 10	569 0 0	321	114 5 0
Broughty Ferry, Industrial - *a*			
Broughty Ferry F.C. 5	186 0 0	161	65 0 0
Broughty Ferry (West Ferry) - Sess. 7	- - -	124	10 0 0
Burnside of Inshewan - - G.A.	90 0 0		
Carmyllie Greystone - - F.C. 3	744 12 6	68	45 0 0
Carnoustie - F.C. 5	460 0 0	230	99 10 0
Carnoustie, Subscription - - 6	- - -	63	21 10 0
Charleston - - 5	- - -	60	10 0 0
Clova, Subscription.			
Colliston - - F.C. 1	- - -	49	15 0 0
Craig - - - Par. 4	- - -	83	44 4 2
Craigo Works Ch. of S. 11	- - -	62	23 0 0
Craigton, Girls.			
Cupar Angus - F.C. 8	42 0 0	132	58 0 0
Cupar Angus - Par.			
Dudhope - - F.C. 5	- - -	67	20 16 8
Dun - - - Par. 4	- - -	62	33 0 0
Dundee, Blackscroft East Church Par. 7	- - -	205	20 0 0
Dundee, Butterburn District, Subscription - 7	- - -	169	49 0 0
Dundee, Chalmers' - - F.C. 5	260 0 0	272	134 10 0
Dundee, Chapelshade - - F.C. 5	- - -	210	54 16 8
Dundee, East Church, Longwynd - - - Par. 7	- - -	187	84 0 0
Dundee, Hill Town - - F.C. 5	400 0 0	352	161 0 0
Dundee, Meadowside, Male - Sess. 7	*870 0 0	191	71 0 0
Dundee, Meadowside, Female - Sess. 7	- - -	180	72 10 0
Dundee, North East District, Juvenile and Infant (Crescent St.) - - - F.C	472 10 0		
Dundee Park Wynd, Infants F.C.	*240 0 0		
Dundee, Prince's Street Chapel - 7	- - -	120	43 0 0
Dundee, Rood Yards - - Epis. 4	- - -	142	67 0 0
Dundee, Rosebank - - Sess. 7	278 0 0	246	106 0 0
Dundee, St. Andrew's - - F.C. 6	- - -	258	133 10 0
Dundee, St. Andrew's - - R.			

a School given up.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Dundee, St. Andrew's - - Sess. 7	450 0 0	373 58	140 10 0
Dundee, St. David's - - F.C. 6	550 0 0	222	128 3 4
Dundee, St. David's - - Sess. 7	- - -	104	62 0 0
Dundee, St. Enoch's, Free Cong. 6	- - -	46	25 0 0
Dundee, St. John's, Boys - F.C. 6	*260 0 0	141	67 6 8
Dundee, St. John's, Girls - F.C. 6	163 12 6	141	64 8 4
Dundee, St. John's - - Sess. 7	355 12 0	251	131 0 0
Dundee, St. Mary Magdalene - Epis. 4	- - -	102 32	40 0 0
Dundee, St. Mary - - R. 2	- - -	326 360	94 0 0
Dundee, St. Paul's (Boys) - - Epis.			
Dundee, St. Paul's F.C. 5	- - -	61	15 18 4
Dundee, St. Peter's - - F.C. 6	85 0 0	311	173 10 0
Dundee, St. Salvador's (Girls) Epis. 4	- - -	160 40	99 10 0
Dundee, St. Stephen's - R. 2	- - -	241	117 1 8
Dundee, Wallace Town, Juvenile F.C. 5	- - -	314	121 0 0
Dundee, Wallace Town, Infant and Industrial F.C.			
Dundee, Wallace Town - - Sess. 7	- - -	165	82 10 0
Dunnichen - F.C. 3	184 16 0	98	72 6 8
Dunnichen - Par. 5	- - -	33	23 0 0
Fearn - - Par. 4	- - -	32	21 10 0
Ferryden, Fishermen's - - G.A.	80 0 0		
Ferryden, Infants - - G.A.	*75 0 0		
Folda Society -	233 4 0		
Forfar, Burgh.			
Forfar, East Town End, Free - 5	200 0 0	199	110 10 0
Forfar, Female Industrial - 6	388 0 0	150	33 15 0
Forfar, North End, Burgh - - 6	357 0 0	173	80 3 4
Forfar - - Par. 6	- - -	127	15 0 0
Forfar, West Town End, Free - 5	121 0 0	159	34 0 0
Fotheringham, Girls - - F.C. 5			
Friockheim - F.C. 1	- - -	90	32 10 0
Friockheim - G.A. 6	*70 0 0 100 0 0	45	
Glenisla Brewlands - - F.C. 3	196 0 0	21	14 0 0
Glenisla - - Par. 5	- - -	18	20 0 0
Glen Ogilvy, The Milton - - 5	- - -	30	21 10 0

b Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Greenfield, Free, St. John's, Female - - F.C.			
Inverbrothock - F.C. 11	- - -	234	88 3 4
Inverbrothock - Sess. 6	300 0 0	250	105 0 0
Inverkeilor - Par. 4	- - -	112	42 10 0
Inverkeilor Chapelton, Par. Side - - 4	- - -	74	3 15 0
Kettins - - Par. 5	- - -	44	26 0 0
†Kilry Society's.			
Kinnaird, Farnell, Female - - *a*			
Kinettles - - Par. 5	- - -	53	21 10 0
Kirkbuddo - F.C. 3	100 0 0	49	15 0 0
Kirriemuir, Industrial - - 6	- - -	116	60 13 4
Kirriemuir, St. Mary's - - Epis. 2	- - -	175	88 13 4
Kirriemuir, South - - F.C. 11	- - -	54	18 11 8
Kirriemuir, Webster's Seminary - - 6	- - -	224	66 10 0
Ladyloan - - F.C. 11	20 0 0	226	132 2 6
Letham, Feuar's 6	- - -	64	24 3 4
Lethnot and Navar - - Female 4	- - -	25	16 0 0
Liff - - - F.C. 3	132 0 0	40	21 10 0
Liff - - - Par. 6	- - -	46	29 0 0
Lintrathen, Female 5	- - -	40	13 0 0
Lintrathen - Par. 5	- - -	14	
Loanhead - Sess. 11	335 0 0	98	68 0 0
Lochee - - Epis. 4	- - -	137 45	11 0 0
Lochee - - F.C. 11	- - -	134	45 10 0
Lochee - - Sess. 6	*130 0 0	128	68 0 10
Lochlee - - Epis. *a*	- - -		
Lochlee - - Par. 4	- - -	35	16 10 0
Logie Pert - - Par. 4	- - -	33	20 0 0
Lunnanhead, Madras, Self-supporting - - G.A. 6	85 4 10	83	43 16 8
Mains - - Par. 6	- - -	112	73 11 8
Mains and Strathmartin - F.C. 3	- - -	41	15 0 0
Maryton - Par. 4	- - -	31	16 10 0
Marywell Village.			
Menmuir - - Par. 4	- - -	38	37 18 4
Milton - Ch. of S.			
Monifieth, Female 6	- - -	81	28 10 0
Monifieth - - Par. 6	- - -	94	37 10 0
Monikie, Female F.C. 1	- - -	64	36 0 0
Montrose, Castle St. Mission - 11	373 5 0	85	50 0 0
Montrose, Dorward's Seminary, Upper - - F.C. 6	- - -	156	21 5 0
Montrose, Dorward's Seminary, Lower.			
Montrose, Hill Side - - F.C. 5	169 0 0	55	30 0 0
Montrose, Old, Female - - 4	- - -	24	32 18 4
Montrose, St. John's - - F.C. 6	*200 0 0	237	133 19 2
" "	126 0 0		
Montrose, St. John's - Sess. 10	382 0 0	145	60 0 0
Montrose, St. Mary's - - Epis. 4	- - -	60	21 5 0
Montrose, White's Free - Ch. of S. 10	- - -	151	68 0 0
Montrose, White's Place, Infant - 11	- - -	119	45 0 0
Muirland - Sess. 4	*60 0 0	54	14 0 0
Muirside of Kinnell, Female - 5	- - -	20	10 0 0
Pitkennedy, Subscription - - 5	68 0 0	22	10 0 0
Podge - - 5	- - -	31	11 0 0
Roscobie - - Par. 5	- - -	29	3 15 0
Scryne, Female (Panbridge) - F.C. 1	- - -	45	15 0 0
Stracathro - Par. 4	- - -	54	23 0 0
Strathmartine - Par. 6	- - -	30	8 15 0
Tannadice - Par. 5	- - -	68	21 10 0
Tealing - - F.C. 3	73 10 0	20	14 0 0
Vigeans St. - - Par. 5	- - -	86	35 5 0
Vigeans St. (Colliston) - 2nd Par. 5	193 2 6	50	15 0 0
Wateresk Side - 5	- - -	17	15 0 0
Westmuir, Subscription.			
Woodend, Female 4	- - -	32	10 0 0
HADDINGTONSHIRE.			
Aberlady - - Par. 4	- - -	76	21 10 0
Barns, East Ch. of S. 4	- - -	85	44 0 0
Cockenzie District - - 1	- - -	124	48 1 8
Drem.			
Dunbar, Belhaven F.C. 2	84 0 0	55	31 16 0
Dunbar, - Burgh 11	- - -	120	55 0 0
Elphinstone - G.A. 11	- - -	102	21 10 0
Gladsmuir - Par. 4	- - -	74	20 0 0
Gladsmuir, Iron Works - - 1	- - -	55	5 7 6
Haddington, Industrial - - F.C. 11	- - -	110	60 0 0
Haddington, Millwynd - - 11	- - -	88	36 10 0
Haddington - Par. 11	- - -	261	104 6 8
Kingston Side - 4	- - -	50	15 0 0
Longniddry Ch. of S. 4	280 0 0	62	15 0 0
Ormiston - - F.C. 2	- - -	42	23 0 0
Pathhead, St. Mary's R. Pencaitland - Par.			
Pencaitland (Newton) - - G.A.			
Prestonkirk, Female - - Sess. 4	- - -	116	52 0 0
Prestonkirk - F.C. 2	100 0 0	105	72 10 0
Prestonkirk - Par. 4	- - -	105	40 0 0
Prestonpans - F.C. 2	104 0 0	135	62 11 8
Salton - - Par. 2	- - -	40	24 11 8

a School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
HADDINGTON—*cont.*	£ s. d.		£ s. d.
Salton, West, Female - - - 2	- - -	34	15 0 0
Samuelston - 4	- - -	47	18 0 0
Tranent, Female, Subscription. 11	- - -	85	8 6 8
Tranent - - F.C. 1	72 10 0	123	36 0 0
Tranent, New Winton - Ch. of S. 2	- - -	62	15 5 0
Tranent - - Par. 11	- - -	110	50 13 4
Yester - - F.C. 2	- - -	33	27 1 8
INVERNESS-SHIRE.			
Aigas, Subscription - Ch. of S.			
Aodunban and Flashadder Ch. of S.	180 0 0		
Ardersier - - F.C. 2	- - -	113	66 3 4
Ardersier - - Par. 3	- - -	62	16 10 0
Arnisdale - - G.A. 4	- - -	16	15 0 0
Arnizort - - F.C.			
Balevanick, South Uist - - G.A.			
Beauly - - F.C. 2	- - -	42	7 10 0
Beauly - - R. 4	- - -	—	21 10 0
Belleville - - G.A. 3	- - -	28	15 0 0
Blairbeg - - 4	- - -	60	31 3 4
Bolcskine - - Par.			
Brae (Isle of Skye) - - F.C. 8	241 6 6	39	32 10 0
Braes Macdiarmid - - Endow. 8	- - -	29	15 0 0
Bunroy - - G.A.			
Camiscross - G.A.			
Cannich Bridge Ch. of S. 3	- - -	35	21 10 0
Carbost - - G.A.	125 0 0		
Colbost - Ch. of S.	85 10 0		
Corriemony, Female 6	- - -	20	14 0 0
Croy - - - Par. 3	- - -	45	13 15 0
Culloden - - F.C. 2	- - -	71	44 8 4
Dallarossie (Moy) G.A.	22 0 0		
Daviot - - F.C. 2	85 0 0	52	35 0 0
Dochgarroch - G.A. 3	- - -	74	30 0 0
Dores - - - Par. 4	- - -	48	31 10 0
Drumfearn District - - F.C.			
Duirinish - - Par. 8	- - -	37	20 0 0
Dulnain Bridge - 3	272 0 0	52	17 10 0
Dunskellar, Parliamentary - 8	- - -	34	7 0 0
Eskadale - - R. 4	- - -	15	10 0 0
Farraline Park (Bell's) - - 10	- - -	—	98 15 0
Flichity - - Epis. *a*			
Fort Augustus - G.A. 3	- - -	44	35 0 0
Fort William - F.C. 7	- - -	85	49 0 0
Glencouvinth - F.C. 7	- - -	60	11 5 0
Glengary - G.A. 3	- - -	33	20 0 0
Glenurquhart - Par. 4	- - -	68	68 10 0
Grantown, Female 3	- - -	—	32 16 8
Grantown - - F.C. 7	- - -	97	11 13 4
Grantown, Grammar - - - 3	- - -	166	63 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
INVERNESS-SHIRE—*cont.*	£ s. d.		£ s. d.
Harris, Lady Dunmore's Industrial - - 8	- - -	33	10 0 0
Harris - - Par. 8	- - -	24	16 10 0
Inverness, Female Industrial - 10	- - -	144	36 10 0
Inverness, Model F.C. 10	649 7 8	286	87 0 0
Inverness, Tanner's Lane Reformatory.			
Inverness - - G.A.	*125 0 0		
" - - "	87 0 0		
Inverness, The Bishop's - - Epis. 8	530 0 0	145	85 13 4
Kilmalie - - Par. 4	- - -	75	40 0 0
Kilmonivaig - Par. 4	- - -	33	
Kilmorack - Par. 3	- - -	64	60 10 0
Kirkhill - - Par.			
Kirkhill - - F.C. 2			
Kylcakin - - G.A. 8	- - -	45	
Loanmore - - F.C. 8	181 0 0	38	20 0 0
Moy - - - F.C.	75 12 0		
‡Mussady, Female. Nairnside - - 2	- - -	56	15 0 0
Poncsfiler - - G.A. 7	- - -	23	25 0 0
Portree, Congregational - - F.C. 8	- - -	41	15 0 0
Raasay - - F.C. 8	- - -	19	6 5 0
Snizort, Congregational - F.C. 8	133 0 0	37	19 3 4
Snizort - - Par. 8	- - -	36	15 0 0
Stratherrick - F.C. 2	226 16 0	54	36 10 0
Strathnairn - Epis. 8	- - -	41	15 0 0
Tarbet - G.A.			
Tomnacross - Par. 3	- - -	62	17 10 0
Uigg - - G.A. 8	- - -	56	15 0 0
Uist, North - F.C.			
KINCARDINESHIRE.			
Arbuthnot - Par. 4	- - -	37	15 0 0
Balfour - - 4	- - -	19	18 10 0
Banchory, Devenick - - Par. 3	- - -	97	47 0 0
Banchory, Grammar - - - Par.			
Banchory, Ternan F.C. 5	206 15 0	92	43 13 4
Benholme - - F.C. 11	- - -	61	21 10 0
Bervie, Gordon's, Female Estab. Ch. 11	- - -	60	
Bourtreebush, Girls and Infants Mixed F.C. 5	- - -	29	8 6 8
Brachmont - F.C.			
Catterline, St. Philip's - - Epis.			
Cookney - - Par. 3	137 8 4	49	18 0 0
Cove - - - Epis. 5	- - -	22	14 0 0
Crathes, Female 3	- - -	38	14 0 0
Cyrus, Saint - F.C. 5	- - -	95	60 13 4
Cyrus, Saint - Par. 4	- - -	59	42 10 0
Cyrus, Saint, Porteous, Female - 4	- - -	36	10 0 0

a School closed.

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KINCARDINE—*cont.*	£ s. d.		£ s. d.
Cyrus, Saint (Straton's Endowed), Female - - 4	- - -	43	37 10 0
Drumlithie, St. John's - - Epis. 4	- - -	29	
Drumlithie - F.C.			
Dunnottar - Par. 11	- - -	66	31 13 4
Fasque - - Par. 4	- - -	48	21 5 0
Fettercairn - F.C. 5	59 0 0	85	50 3 4
Fettercairn - Par. 5	- - -	96	42 10 0
Fordoun (Boys and Girls) - - F.C. 5	- - -	40	26 6 8
Garvoch - - Par. 4	- - -	28	24 18 4
Inch - - - 4	- - -	46	17 15 0
Inchmarlo - - G.A. 3	- - -	36	14 11 8
John's Haven, Female - - G.A. 11	- - -	107	15 0 0
Kinneff Barras.			
Kinneff - - Par. 4	- - -	50	25 0 0
Laurencekirk - Epis. 4	- - -	84	25 10 0
Laurencekirk, Congregational F.C. 5	- - -	72	52 13 4
Laurencekirk - Par. 5	- - -	126	28 0 0
Luthermuir Ch. of S.			
Marykirk - Par. 4	- - -	75	34 8 4
Mossy Hillock Undl. 3	- - -	21	5 0 0
Newtonhill - Epis. 4	- - -	31	13 0 0
Porthiethen - 2	- - -	81	1 5 0
Rickarton, Subscription.			
Scollie's Cross.			
Stonehaven - Epis. 4	- - -	84	45 0 0
Stonehaven - F.C. 9	- - -	79	47 0 0
Stranathra - Epis.			
Tannachie, District.			
Tipperty.			
Waterlair, Territorial - - F.C. 5	- - -	20	23 0 0
KINROSS-SHIRE.			
Fossoway - - F.C. 3	80 0 0	58	16 10 0
Fossoway - - Par.			
Kinross - - F.C. 3	115 0 0	127	74 10 0
Maryburgh Ch. of S. 5			
Milnathort, Brand's - - 3	- - -	126	58 13 4
Orwell - - Par. 5	- - -	112	54 13 4
Portmoak - - F.C. 3	- - -	32	24 8 4
Portmoak - - Par. 5	- - -	61	21 10 0
KIRKCUDBRIGHTSHIRE.			
Auchencairn - F.C. 6	75 0 0	79	11 5 0
Balmaghie (Laurieston) - - F.C. 6	78 0 0	27	15 0 0
Balmaghie (Laurieston) - - Par.			
Barnbarrock, Subscription - 2	- - -	41	35 0 0
Borgue - - F.C. 6	- - -	64	26 5 0
Bridge of Dee Ch. of S.			
Buittle, High - Par. 3	- - -	32	23 0 0

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KIRKCUDBRIGHT—*cont.*	£ s. d.		£ s. d.
Buittle Woodhead Par. 2	- - -	51	15 0 0
Cally, English - Epis. 3	- - -	63	48 3 4
Castle Douglas, Female - - 2	- - -	39	38 2 6
Castle Douglas - F.C. 6	304 1 3	172	98 11 8
Castle Douglas - Par. 2	- - -	41	11 0 0
Corsock, Boys - 6	- - -	33	20 0 0
Corsock, Female Industrial - 6	- - -	44	14 0 0
Creetown - - G.A.	42 10 0		
Crocketford - 2			
Dalbeattie, Female - 2	176 9 4	40	32 18 4
Dalbeattie - - F.C. 6	140 0 0	94	39 0 0
Dalbeattie - - Par. 2	55 0 0	146	77 16 8
Dundrennan - F.C. 6	128 0 0	47	27 10 0
Gatehouse, Girthon, Female Ch. of S. 3	- - -	31	11 5 0
Gatehouse - - F.C. 6	158 5 0	70	27 15 0
Girthon - - Par. 3	- - -	65	20 10 0
Irongray (Shawhead) - - F.C. 4	- - -	24	13 15 0
Irongray (Shawhead) - - Par. 2	- - -	54	20 0 0
Kirkbean - - Par. 2	- - -	88	34 0 0
Kirkcudbright, Johnston - - F.C. 6	- - -	165	25 0 0
Kirkcudbright, Old Church - G.A. 3	- - -	112	57 19 2
Kirkcudbright, Town-End - Sess. 3	- - -	70	33 15 0
Kirkdale, Subscription - 2	53 0 0	37	18 0 0
Kirkgunzeon - Par. 2			
Kirkmabreck - G.A. 2	- - -	85	59 2 6
Kirkpatrick, Durham, Female Industrial - 3	- - -	41	33 16 8
Kirkpatrick, Durham - - - Par. 3	- - -	96	38 6 8
Laggan Branch - Par.	221 0 0		
Maxwelltown, Burgh - - 11	292 7 6	270	76 4 2
Maxwelltown - F.C. 6	133 12 6	93	55 16 8
Path (Lady H. Maxwell's) - Ch. of S.			
Rhonehouse by Kelton - - Par.			
Roughtree (Irongray) - - Par. 2	- - -	36	18 0 0
Terregles - - Par. 2	- - -	35	16 10 0
Tongland (Ringford), Female Industrial - 6	- - -	41	14 0 0
Tongland - - Par. 3	- - -	30	16 10 0
Troqueer - - Par. 2	- - -	56	38 0 0
Troqueer, Whinnyhill - - Ch. of S.	54 10 0		
Urr - - - Par. 2	- - -	61	17 15 0
Urr-Haugh - Par.	161 15 0		
Urr-Milton - Par.	72 0 0		
Whinnie Liggate 2	- - -	45	6 13 4

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LANARKSHIRE.	£ s. d.		£ s. d.
Abington (Sir H. Colebrooke's) - 4	- - -	53	21 10 0
Airdrie (Alexander's) - - 7	- - -	256	144 0 0
Airdrie, East Parish (Rawyard's) - - G.A.	*150 0 0		
Airdrie, Free West Church - - F.C. 2	372 10 0	211	107 10 0
Airdrie, St. John's - - Epis. 10	- - -	178	101 17 6
Airdrie, St. Margaret's - - R. 3	- - -	239	52 15 0
Allanton - - 7	- - -	81	30 0 0
Arden, Subscription.			
Auchinearn - Par.			
Auchinheath, Boys, Subscription - - - 4	- - -	83	18 15 0
Auchinheath, Girls - - 4	- - -	81	37 14 2
Avondale - - Par.	*250 0 0		
Bellshill, Subscription - - 3	270 0 0	81	16 10 0
Bent, Subscription - - - 8	- - -	49	15 0 0
Biggar, Female Industrial - 4	71 11 3	71	34 10 0
Biggar, Infants - G.A. *a*	75 0 0		
Biggar - - Par. 4	- - -	98	59 0 0
Biggar, Subscription - - - 3	245 0 0	78	50 0 0
Bishopbridge Ch. of S. 1	- - -	60	39 0 0
Blackquarry - F.C.			
Blantyre - - Par. 3	- - -	70	27 10 0
Blantyre Works 3	- - -	137	62 0 0
Bothwell, Uddingstone - - F.C. 2	98 0 0	128	57 10 0
Bothwell - - Par.	*60 0 0		
Braehead, St. Andrew's - Par. 8	123 10	72	40 10 0
Braidwood, Subscription - - 5	- - -	78	20 0 0
Bridgeton - - F.C. 3	220 10 0	303 38	156 11 8
Bridgeton - - Par. 2	*600 0 0	243 119	137 15 0
Bridgeton, Public 11	*375 0 0 72 0 0	408 133	141 8 4
Broomgate " - G.A."	*225 0 0		
Calder Iron Works - - 8	- - -	145	16 5 0
Calderbank, Monkland Iron Works 8	- - -	205	11 5 0
Cambuslang, School of Industry - 8	- - -	40	25 0 0
Cambuslang, Subscription - - 5	- - -	132	48 13 4
Carfin, Colliery - 7	- - -	62	20 0 0
Carfin - - R. 3	- - -	136	53 0 0
Carluke - - R. 3	- - -	—	55 0 0
Carmyle (Old Monkland) - 4	- - -	68	38 15 0
Carnbroe Iron Works - - 8	380 0 0	149	59 12 6
Carnwath - - F.C. 3	- - -	52	23 0 0
Carnwath - - Par. 4	- - -	83	42 14 2
Carnwath (Forth), Subscription - 8	226 17 6	82	36 10 0
Carstairs, Caledonian Railway Company's - 4	- - -	91	60 5 0
Chapel, District 7	212 0 0	96 19	15 0 0
Chapelhall (Airdrie) - - R. 3	- - -	—	41 10 0
‡Chapelhall Iron Works - - Par.			
‡Chapelton, Subscription.			
Chryston, Female, Subscription - 3	*70 0 0	22	13 0 0
Chryston - - F.C. 3	178 0 0	82	21 10 0
Clarkston - - 1	- - -	139	14 11 8
Coatbridge, Dundyvan Works 2	- - -	363	131 5 0
Coatbridge - F.C. 2	177 15 0	230	46 5 0
‡Coatbridge - Epis.			
Coatbridge, St. Patrick's - - R.			
Coltness Iron Works - - 7	842 0 0	644	327 15 0
Coltness Iron Works (Mayfield) - - 7	- - -	127 10	22 10 10
Covington - - Par. 2	- - -	40	21 10 0
Craigneuk, Public 7	441 6 9	424 96	70 16 8
Crawfordjohn, Female - - 4	- - -	22	10 0 0
Crossford, Subscription - 4	- - -	70	15 0 0
Crosshills, Branch Par. 2	- - -	98	24 5 0
Dalserf - - Par. 4	- - -	92	27 10 0
Dalziel Colliery - 4	- - -	116	15 0 0
Dalziel - - Par. 4	- - -	142	26 5 0
Eastmuir - - R. 5	- - -	114	24 13 4
Ellsridge Hill - 4	- - -	37	13 0 0
Faskine and Palacecraig - Estab. Ch. 3	- - -	83	16 10 0
Fullarton, Clyde Iron Works - 5	- - -	205	128 6 8
Gain (near Airdrie).			
Gartsherrie, Fourth - - G.A. *b*			
Gartsherrie, St. George's - - Par. 2	- - -	132	15 0 0
Gartsherrie, St. James' - Ch. of S. 2	- - -	152	106 11 8
Gartsherrie, St. Mary's - Ch. of S. 2	650 0 0	24	13 0 0
Gartsherrie Works, 1st division, Ch. of S. 7	949 0 0	302	73 10 0
Glasford - - Par. 3	- - -	82	42 1 8
Glasgow, Anderston, Burgh Sch. of Ind. - - 2	*850 0 0	295	173 7 6
Glasgow, Anderston - - - F.C. 3	- - -	168	75 1 8

a School extinct.

b Now forms part of Gartsherrie, St. James, Ch. of Scotland.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, Balfour, St. Paul's, Boys - - Par. 4	- - -	236	95 0 0
Glasgow, Bluevale - - - Sess. 11	250 0 0	175	91 16 8
Glasgow, Bridgegate (Old Wynd) F.C. 2	- - -	256	90 0 0
Glasgow (Broomhill Street) - Sess. *a*			
Glasgow, Broomielaw, Carrick Street - - 2	- - -	100	79 10 0
Glasgow, Brownfield, St. George's Boys' Indust. - 2	*709 0 0	66 / 30	20 4 2
Glasgow, Brownfield, School of Industry - - G.A. 2	*600 0 0	142	68 10 0
Glasgow, Chalmers' Street Sess. 3	*760 0 0	190	116 10 0
Glasgow, Christ's Church - - Epis. 10	*425 0 0	189	65 5 0
Glasgow, College - - - Par. 1	400 0 0	200	90 0 0
Glasgow, Cowcadden's - Ch. of E. 10	- - -	203	95 0 0
Glasgow, Cowcadden's, Infants - G.A.	*150 0 0		
Glasgow, Finnieston Mission - 2	316 15 0	444	182 15 0
Glasgow (Free) Tron, Bridgegate - - F.C. *b*			
Glasgow, Gardiner's Public.			
Glasgow, Gorbals, East, Territorial - - F.C. 3	- - -	704	293 10 0
Glasgow, Gorbals, Free Mission.			
Glasgow, Gorbals, Local Mission - - G.A.	200 0 0		
Glasgow, Gorbals, Youths - Par. 2	*600 0 0	544	303 5 6
Glasgow, Green Street Mission - 3	- - -	506 / 81	198 16 8
Glasgow, Highland Society's - 3	- - -	730	356 9 2
Glasgow, House of Refuge (Duke Street), Male.			
Glasgow, House of Refuge, Female, Parliamentary Row.			
Glasgow, Hutchesontown - - Sess. 5	- - -	120	28 6 8
Glasgow Industrial and Reformatory (61, Rottenrow Row).			
Glasgow (Kelvinhaugh) - - Sess. 1	- - -	228 / 40	108 16 8
Glasgow, Lennox - - - 2	- - -	91	39 0 0
Glasgow, Martyr's Ch. of S. 2	372 4 0	420 / 99	252 15 0
Glasgow, Milton Ch. of S. 2	400 0 0	243	110 18 4
Glasgow, Milton, Industrial - Ch. of S.			
Glasgow, Model Ch. of S. 2	*1,000 0 0	735	396 13 4
" " "	1,000 0 0		
Glasgow, Model - F.C. 2	- - -	605	381 0 0
Glasgow, Murdoch's Industrial - -	450 0 0		
Glasgow, Old Wynd - - F.C. *c*	350 0 0		
Glasgow, Park Head, Barony - Sess. 2	- - -	175 / 27	99
Glasgow, Park Head, Female - 2	- - -	161	79
Glasgow, Renfield Street, United Presbyterian Church Mission.			
Glasgow, St. Alphonsus' - R.			
Glasgow, St. Andrew's - - Par. 5	572 5 0	256	136
Glasgow, St. Andrew's - - R. 3	- - -	358 / 48	83
Glasgow, St. David's - - Par. 2	- - -	317 / 22	179 3 4
Glasgow, St. Enoch's - - Sess. 2	*750 0 0	1,040	335 5 10
" " - "	407 12 0	72	
Glasgow, St. Enoch's (Female) - - Sess. *d*			
Glasgow, St. George's (Kelvin Street) - F.C. 3	300 0 0	460 / 23	179 0 0
Glasgow, St. George's (Renfield Street) - F.C. *b*			
Glasgow, St. James', Female Industrial - 5	- - -	65	46 0 0
Glasgow, St. James' - - Sess. 5	*450 0 0	392 / 26	166 8 4
Glasgow, St. John's (Armfield) - - Sess. 5	- - -	314 / 98	169 18 0
Glasgow, St. John's (David Street, Gallowgate) - - Sess. 5	742 0 0	402 / 79	188 8 4
Glasgow, St. John's - - F.C. 2	- - -	211 / 83	132 10 0
Glasgow, St. John's (Hill St.), Industrial - F.C. 2	- - -	141	85 13 4
Glasgow, St. John's (McFarlane Street) - 3	- - -	174	81 10 0

a Now part of Port Dundas, Sess.
b School given up.
c School discontinued, and "Glasgow, Bridgegate F.C.S." transferred to the premises.
d Now forms part of "Glasgow, St. Enoch's, Sess."

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, St. John's (Portugal Street), Boys - - R.C. 3	- - -	141 80	44 0 0
Glasgow, St. John's (Portugal Street), Girls - - R.C. 3	- - -	236 48	78 10 0
Glasgow, St. John's (Young Street) - Ch. of S. 2	490 0 0	252	132 13 4
Glasgow, St. John's (Young Street), Female Sess.			
Glasgow, St. Joseph's - - R. 3	- - -	389 99	133 0 0
Glasgow, St. [illegible]e's (Cathe- Street) - Epis. 10	- - -	189	76 15 0
Glasgow, St. Luke's, Industrial,			
Glasgow, Calton [illegible]ke's - Sess. 3	*395 0 0	132 34	46 13 4
Glasgow, (Calton), [illegible]'s - R.C. 3	- - -	417 154	196 15 0
Glasgow, St. Mat- - - F.C. 2	440 0 0	326 35	195 13 6
Glasgow, St. Mat- (Bishop [illegible]et) - - Sess. 1	- - -	146	67 0 0
Glasgow, St. Mat- [illegible]ow, St. Mat- [illegible]'s (Boys) - Sess. 1		133	6 8
[illegible]ow, St. Mat- thew's, Anders- ton, William St. (Girls), Indus- trial - - Sess. 1	578 13 6	480 56	93 0 0
Glasgow, St. Mungo's (Freeland) 5	373 0 0	201 58	87 10 0
Glasgow, St. Mun- [illegible] (Boys) - R.C. 3	1,000 0 0	257 66	101 3 4
Glasgow, St. Mungo's (Girls) - R.C. 3	- - -	201 50	75 10 0
Glasgow, St. Patrick's - - R.C. 3	- - -	—	115 0 0
Glasgow, St. Paul's, Female F.C. 3	- - -	51	15 3 4
Glasgow (Balfour's) St. Paul's, Industrial - - - 2	- - -	45	27 0 0
Glasgow, St. Paul's Par 2	*660 0 0	144	70 10 0
Glasgow, St. Peter's - - - F.C. 2	- - -	250	142 18 4
Glasgow, St. Peter's - - - Sess. 1	- - -	185 67	68 0 0
‡Glasgow, St. Peter's, Female - F.C.			
Glasgow, St. Rollox 2	- - -	474	174 6 8
Glasgow, The Bishop's - - Epis. 10	- - -	311	142 10 0
Glasgow, The Bishop's, Infants - - Epis.			
Glasgow, Tron Parish - - Sess. 1	- - -	108 24	23 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, Well Park (East Miller Street) - - F.C.			
Glasgow, Well Park (Ladywell Street) - - F.C. 2	- - -	73	36 10 0
‡Glasgow, Wilson's Endowed Par.			
Glasgow, Woodside - - - F.C. 2	280 0 0	103	39 0 0
Glasgow (North Woodside), St. George's (St. George's Road) *a* 2	- - -	184	81 13 4
Glasgow (North Woodside), Female - - *a* 2	- - -	84	49 6 8
Glengivel - - G.A.	100 0 0		
Govan Colliery - 3	- - -	221	96 10 0
Govan, Female Industrial - 3	- - -	140	70 6 8
Govan - - F.C. 3	- - -	178	79 0 0
Greengares - G.A.	75 0 0		
Hamilton, Beckford Street, Female Industrial 2	- - -	117	51 10 0
Hamilton, Kennedie's Female 2	- - -	35	33 10 0
Hamilton, Orphan 3	- - -	120	22 6 8
Hamilton, Orphan and Charity - 3	530 0 0	170	87 11 8
Hamilton, St. John's - - F.C. 2	*600 0 0	415	157 10 0
‡Hamilton, United Presbyterian.			
Jerviston, Subscription - - G.A. 3	- - -	72	20 0 0
Keppoch Hill - F.C. 3	- - -	39	13 0 0
Kilbride, East - Par. 3	- - -	173	95 3 4
Kingston - - Sess. 11	200 0 0	58	32 10 0
Lambhill - - Sess.			
Lanark, Broomgate Institution 6	- - -	71	22 15 0
Lanark, Burgh - 4	*250 0 0	104	51 15 0
Lanark, St. Leonard's, Subscription - - - 4	- - -	102	59 3 4
Langloan Iron Works and Roschall Colliery 4	- - -	170	78 10 0
Leadhills (Lord Hopetown's) Ch. of S. 4	- - -	112	53 4 2
‡Legbranock Iron Works - - Par.			
Lesmahagow, Female Industrial 6	150 0 0	—	30 16 8
Lesmahagow - F.C. 3			
Libberton - - Par. 3	- - -	45	5 0 0
Logan and Nethan Water, Joint - 7	- - -	54	7 10 0
Maryhill - - F.C. 2	246 0 0	157	51 5 0
Maryhill, Industrial - - - 11	- - -	22	14 0 0
Maryhill - - Par. 8	180 0 0	114	34 0 0
Maryhill - - R.C. 3	- - -	96	42 [illegible]

a These two schools are now amalgamated.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Maxwelltown, Endowed 3	150 0 0	124	37 6 8
Monklands, Old Par.			
‡Monkland, New Par.			
Mossend Colliery and Iron Works 3	- - -	242	101 10 0
Newton Colliery 3	- - -	50	23 0 0
Partick, Academy 4	*350 0	263	68 0 0
Partick, Female Industrial Ch. of S. 4	- - -	77	3 15 0
Partick - - F.C. 2	173 0 0	262	83 6 8
Partick, St. Peter's R.C. 4	- - -	—	15 0 0
Pettinain - - Par. 4	- - -	45	15 0 0
Port Dundas - Sess. 5	660 0 0	242 78	165 12 6
Quarter, Iron Works 8	- - -	114	21 5 0
Riggend - - 8	60 0 0	62	15 3 4
Roberton, Female.			
Roughazie - - Par. 3	191 6 0	47	20 0 0
Rutherglen - F.C. 2	201 10 0	182	67 16 8
‡Rutherglen, Burgh Par.			
Rutherglen, Macdonald's - - 8	- - -	217	40 0 0
Sandford (Stonehouse), Subscription 5	- - -	59	13 15 0
Shettleston, Industrial - - 5	- - -	110	29 0 0
Shotts - - F.C. 3	- - -	140 40	57 10 0
Springburn, Murdock's - Ch. of S.			
‡Springburn - R.C.			
Stane, Wilson's - 7	61 7 0	162	77 16 8
Stanrigg, Colliery 8	- - -	135	53 0 0
Stonehouse - F.C. 3	- - -	136	27 0 0
Stonehouse - Par. 3	- - -	102	36 10 0
Strathaven - F.C. 2	349 10 0	105	53 0 0
Strathaven, East, Par, Side - - Par. 5	- - -	90	24 13 4
Summerlie, Iron Works - 3	- - -	127	69 1 8
Tollcross, United Presbyterian - 5	- - -	96	27 18 4
Uddingstone - Sess.	221 0 0		
Walston - - Par. 4	- - -	47	16 10 0
Whiteinch, Female Industrial 3	- - -	52	9 3 4
Whiteinch - Estab. Ch. 3	332 0 0	76	44 16 8
Wishaw, Public - 7	552 0 0	344 38	133 6 8
Wishaw - R.C. 3	- - -	—	92 6 8
Wishaw, Simpson Square - 3	- - -	234	38 16 8
Woodhall Colliery.			
LINLITHGOWSHIRE.			
Abercorn - - F.C. 2	- - -	58	39 8 4
Armadale - - G.A.	*34 0 0		
Armadale, Subscription - - 1	- - -	—	3 15 0
Bathgate - - Par.			
Binnie - - G.A. 1	- - -	59	16 10 0
Boness, Infant - G.A. 7	- - -	135	58 0 0
Boxburn, Female G.A. 1	- - -	47	30 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Last Annual Grant (within Year ending 31 Dec. 1867). Amount paid.
LINLITHGOWSHIRE—*cont.*	£ s. d.		£ s. d.
Carriden, Girls - Par. 7	- - -		26 5 0
Crofthead, Coltness Company's 7	- - -		105 0 10
Durhamtown Colliers.			
Ecclesmachan - Par. 1	- - -	108	76 10 0
Grangepans, Subscription - Ch. of S. 7	242 0 0	165	68 2 6
Greenhills, Colliery 7	- - -	149	50 10 0
Kingscavil - Ch. of S. 1	- - -	23	15 0 0
Kirkliston, Female Industrial 2	- - -	67	15 0 0
Kirkliston - - F.C. 2	- - -	42	
Linlithgow - F.C. 3	127 0 0	177	112 16 8
Linlithgow, Kirk Session - - 7	- - -	184	96 0 0
Linlithgow, Mrs. Douglas's Cottage.			
Livingstone - Par. 1	- - -	52	5
Longridge	106 0 0		
Queensferry, South Burgh - - 7	- - -	135	67
Torphichen - F.C. 3	150 0 0	50	18
Torphichen - Par.			
Whitburn, Fauldhouse, Wilson's Endowed 7	59 0 0	84	46 10 0
Whitburn, Lady Baillie's Infant - 1	- - -	86	10 0 0
Whitedalehead, Wilson's, Endowed - - 1	110 13 4	141	100 0 0
Winchburgh Ch. of S. 7	- - -	54	16 10 0
NAIRNSHIRE.			
Auldearn - - Par. 3	- - -	44	23 0 0
Auldearn, Innes F.C. 3	145 0 0	32	13 0
Cawdor - - F.C. 3	65 0 0	38	
Cawdor - - Par. 3	- - -	64	30 0 0
Cawdor at Clunes G.A.	30 0 0		
Ferintosh - - F.C. 2	90 0 0	62	31 10 0
Geddes Christian Knowledge Society - - - 3	- - -	19	22 18 4
Glen Ferness - 3	- - -	40	19 0 0
Moyness - - 3	128 1 10	44	15 0 0
Nairn - Epis.			
Nairn - - F.C. 10	150 0 0	109	64 0 0
Nairn - - G.A. 3	- - -	64	16 10 0
Nairn, Monitory -	*100 0 0		
ORKNEY AND SHETLAND.			
Bressay - - G.A. 7	- -	45	15 0
Bressay - - Par. 7	- -	38	12 10 0
Eday - - G.A. 7	- -	52	37 4 0
Flotta - Ch. of S. 7	- -	45	11 5 0
‡Harray, Christian Knowledge Society's.			
Kirkwall Grammar 7	- -	92	42 5 0
Lerwick, Educational Institute Elementary.			

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	£ s. d.		£ s. d.
ORKNEY AND [illegible]TLAND —*cont.*			
Lerwick [illegible] Epis. 7	- - -	54	15 0 0
Lerwick - Par. 7	- - -	100	25 0 0
Orkney, St. Andrew's - - G.A.	23 0 0		
Papa Westray.			
Sabiston - - G.A. 7	- - -	9	15 0 0
Sanday - - F.C. 7	- - -	42	37 14 2
Sandwick - - Par.			
Skelwick, Society's 7	- - -	51	40 10 0
Stromness, Congregational - F.C. 7	- - -	65	25 16 8
Westray Midbea (West Side) - G.A.	52 0 0		
Whiteness, Society 7	- - -	39	17 10 0
PEEBLESSHIRE.			
[illegible]chton - F.C. 3	- - -	40	15 0 0
[illegible]olzier - Par. 11	- - -	27	16 10 0
[illegible]olm - - Par. 11	- - -	17	21 10 0
[illegible]eithen, Subscription - - 3	- - -	68	18 0 0
[illegible]ithen - Par. 11			
[illegible] West - Epis. 11			
[illegible] West - Par. 4	- - -	32	16 10 0
[illegible]ewlands, Lamancha Side, 2nd Par. 4	- - -	45	*a* 40 15 10
Peebles, Burgh English - - 11	- - -	108	50 6 8
Peebles - - F.C. 2	109 0 0	119	42 10 0
Peebles, Halyrude Ch. of S. 11	137 5 0	91	36 0 0
Peebles, St. Joseph's - R.C. 5	- - -	—	3 10 0
‡Skirling - - Par.			
Walkerburn Undl. 11	212 7 6	99	45 10 0
PERTHSHIRE.			
Aberdalgie - Par. 4	- - -	21	16 10 0
Abernyte - - Par. 4	- - -	65	34 0 0
Aberuthven - F.C. 4	- - -	50	40 10 0
Aberuthven, Subscription - - 3	- - -	41	10 8 4
Acharn - - F.C. 5	- - -	93	69 10 0
Aldclune, Female Industrial - 5	- - -	13	14 0 0
Aldgernaig - G.A. 5	- - -	49	26 10 0
Almondbank - G.A. 4	- - -	35	20 0 0
[illegible]yth, Female - Epis. 2	- - -	31	49 16 8
[illegible]yth - - - F.C. 8	224 2 6	100	43 0 0
[illegible]yth, Girls', Industrial - Ch. of S. 4	357 0 0	144	68 5 0
[illegible]yth - - - Par. 4	- - -	95	61 10 0
[illegible]mulree - F.C. 5	- - -	28	16 10 0
[illegible]mulree, Society's 5	- - -	29	16 10 0
[illegible]rdoch - - Par. 3	- - -	39	40 16 8
[illegible]chterarder - F.C. 5	- - -	70	21 10 0
[illegible]chterarder, Sheddan's - 3	190 0 0	100	43 8 4
[illegible]chterarder, Townhead - - 3	393 0 0	106	34 0 0

a Grant for two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
	£ s. d.		£ s. d.
PERTHSHIRE—*cont.*			
Balbeggie, Subscription - - 4	- - -	44	3 15 0
Balgowan, Female 4	- - -	53	37 10 0
Bankfoot, Subscription. 4	- - -	67	44 0 0
Birnam - - F.C. 5	260 0 0	32	11 5 0
Blackford - - F.C. 5	257 5 0	95	34 0 0
Blair Atholl - Par. 5	- - -	75	66 10 0
Blair Drummond 12	- - -	20	18 0 0
Blairgowrie - F.C. 8	- - -	282	134 5 0
Blairgowrie - Par. 4	- - -	97	32 0 0
Blairgowrie, St. Catherine's - Epis. 2	- - -	51	33 6 8
Blairgowrie, St. Stephen's - R.C. 4	- - -	85	49 10 0
Blairgowrie, South F.C. 8	- - -	124	26 0 0
Blairgowrie, Union Place - Ch. of S. *b*			
Blairingone - 3	126 0 0	55	24 8 4
Braco, Subscription - - - 4	- - -	80	3 15 0
Breadalbane, or Aberfeldy - F.C. 5	- - -	161	85 6 8
Bridge of Earn - F.C. 5	50 0 0	58	40 0 0
Butterstone, Subscription - - 4	- - -	33	3 15 0
Callander - - F.C. 5	- - -	169	86 13 4
Camaghowran Ch. of S.			
Cargill - - Par. 4	- - -	77	18 0 0
Cherrybank, Subscription - - - 3	207 17 6		
Clunie - - Par. 4	- - -	61	40 10 0
Collace - - F.C. 5	- - -	37	6 5 0
Collace - - Par. 4	- - -	50	35 0 0
Comrie - - F.C. 4	100 0 0	57	23 0 0
Comrie, Infant and Female Industrial 4	150 0 0	37	33 10 0
Comrie - - Par. 3	- - -	93	38 10 0
Craig Mill - - F.C. 8	- - -	35	31 10 0
Cray - - - F.C.			
Crieff, Female Industrial.			
Crieff - - - F.C.			
Crieff, St. Michael's - - Epis. *b*			
Crieff, Taylor's Institution - 3	- - -	199	37 3 4
Culross, Geddes Ch. of S. 11	- - -	83	49 0 0
Culross, - - Par. 11	- - -	64	45 13 4
Cupar Angus, Industrial - - 2	- - -	67	18 11 8
Deanston Works 4	- - -	86	18 0 0
Doune - - F.C. 5	415 1 7	126	56 10 0
‡Dowally - - Par.			
Dull - - - Par. 5	- - -	52	20 0 0
Dunbarney - Par. 3	- - -	64	25 8 4
Dunblane - - F.C. 5	- - -	82	54 0 0
Dunblane - - Par. 11	- - -	86	52 0 0
Dunblane, St. Mary's - - Epis. 2			
Dunkeld (Duchess of Atholl's), Industrial Ch. of S. 5	- - -	39	36 0 0

b School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Dunkeld, Little - Par. 4	- - -	85	38 5 0
Dunkeld, Royal Ch. of S. 5	- - -	3	21 10 0
Dunning, Female *a*			
Dunning - - F.C. 4	- - -	110	36 10 0
Dunning - - Par. 3	- - -	50	31 10 0
Errol, Female Industrial - 4	470 0 0	64	33 15 0
Errol - - - F.C. 4	65 0 0	72	38 0 0
Forgandenny, Path of Condie - G.A.	40 0 0		
Gartmore - F.C. 5	86 0 0	52	40 0 0
Gartmore School of Industry.			
Gilmerton at Monzie - -	*80 0 0		
Glenalmond, Subscription - 3	- - -	29	6 5 0
Greenloaning, Subscription - 4	- - -	—	7 3 4
Inchture - - Par. 6	- - -	68	33 0 0
Innerpeffray - Epis.			
Killichonan - G.A. 5	- - -	16	8 6 8
Killin - - F.C. 5	- - -	67	63 10 0
Killin - - Par. 5	- - -	37	20 0 0
Kilmadock - Par.			
Kiltyrie - - F.C. 5	- - -	29	18 0 0
Kinbuck, Village Ch. of S. 3	- - -	30	15 0 0
Kincardine (in Monteith) - Par. 12	- - -	98	72 2 6
Kincardine-on-Forth, Subscription - - - F.C.	300 0 0		
Kincardine-on-Forth (Baroness Keith's) - - 6	- - -	108	40 8 4
Kincardine and Tulliallan Educational Association.			
Kinclaven - - Par. 4	- - -	31	20 0 0
Kinfauns - - F.C. 4	- - -	69	5 16 8
Kinloch - - Par. 4	- - -	44	18 0 0
Kinloch Rannoch, Parliamentary -	*100 0 0		
Kinnaird - - Par. 4	- - -	60	25 5 0
Kinnoull - - Par. 10	- - -	200	88 0 0
Kippen - - Par. 2	- - -	54	31 10 0
Kirkmichael - F.C. 8	- - -	23	21 10 0
Kirkmichael - Par. 4	- - -	53	29 0 0
Lawers - - F.C. 5	- - -	30	15 0 0
Loch Earn Head F.C. 5	- - -	28	23 0 0
Loch Earn Head G.A. 5	- - -	20	15 0 0
Logie - - Par. 12	- - -	41	16 10 0
Logierait - - Par. 5	- - -	99	45 16 8
Logierait - - F.C.			
Longforgan - F.C. 6	- - -	80	48 0 0
Martin's, St. - Par.			
Meickleour - Sess. 4	- - -	30	16 10 0
Methven - - F.C.	74 0 0		
Methven - - Par. 3	- - -	121	62 16 8
Methven, United Presbyterian - *b*			
Monzievaird and Strowan - - Par. 3	130 0 0	115	64 16 8

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Moulin - - F.C. 5	- - -	-	38 16 8
Moulin - - Par. 5	- - -	-	36 10 0
Muchart - - Par.			
Murthly and Airntully - 5	- - -	[illegible]	26 10 0
Muthill - - F.C. 4	151 0 0	54	30 0 0
Muthill - - Par. 3	- - -	67	39 0 0
Perth, Cathedral Epis.			
Perth, East Parish, Congregational 10	- - -	112	36 10 0
Perth, East Parish, Female Industrial Reformatory.			
Perth, Ladies' House of Refuge.			
Perth, Infant - Undl.	*150 0 0		
Perth (Middle Parish) - Sess. 10	*600 0 0	155	57 5 0
Perth, New Row N.S. 10	*200 0 0	185	79 10 0
Perth, St. John's R.C. 4	528 8 0	180 / 58	74 10 0
Perth, St. Leonard's - - F.C. 6	- - -	127	59 0 0
Perth, St. Ninian's, Boys - - Epis. 2	- - -	48	21
Perth, St. Ninian's, Girls - - Epis.			
Perth, Boys, School of Industry.			
Perth, Sharpe's Trust Educational Institution.			
Perth (Stewart's), Free Trade - 6	- - -	84	43 0 0
Perth, Territorial Mission - - F.	297 0 0	322	93 15 0
Perth, Watergate N.S. 10	*200 0 0	79	15 0 0
" " "	105 0 0		
Perth, Free West Church - - F.C. 6	320 0 0	274	160 16 8
Perth, West Church - - Sess. 10	*500 0 0	283	63 0 0
Pitcairn Green - F.C. 4	- - -	51 / 18	21 10 0
Pitlochry - - G.A. 5	89 0 0	57	25 0 0
Port of Monteith Par. 2	- - -	27	23 0 0
Rattray - - Par. 4	- - -	122	65 10 0
Ruskie - - G.A.	*43 0 0		
Ruthvenfield - F.C. 4	- - -	50	15 0 0
Ruthvenfield.			
Scone - - F.C. 4	- - -	106	24 11 8
Stanley, Auxiliary Par. 10	- - -	35	15 0 0
Stanley - - F.C. 4	141 2 0	114	65 10 0
Strathbrand - F.C. 5	90 0 0	36	15 0 0
Strathloch - G.A. 5	- - -	28	21 10 0
Strone of Callie G.A. 4	104 17 10	44	15 0 0
Strowan, Society's Ch. of S. 5	- - -	23	23 0 0
Tenandry - - Par.	*33 0 0		
Thornhill, Easter Ch. of S. 12	- - -	70	46 10 0
Thornhill - - G.A. 12	- - -	71	32 10 0

a Removed from inspection.

b Extinct.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
PERTHSHI[illegible]*cont.*	£ s. d.		£ s. d.
Trinity Gas[illegible]ar. 3	- - -	21	21 10 0
†Tomerag[illegible]			
Tulliallan[illegible]ar.			
Tullibardi[illegible]f S. 3	- - -	34	16 10 0
Weem - - Par. 5	- - -	64	30 0 0
Woodside - - F.C. 4	- - -	42	23 0 0
RENFREWSHIRE.			
Barrhead - - R.C. 5	- - -	90 36	27 2 4
Bishopton - - F.C. 11	- - -	51	18 0 0
Bridge of Weir - G.A.	*375 0 0		
Busby - Ch. of S. 2	- - -	137	46 1 8
Cartsdyke, St. Lawrence - R.C. 5	- - -	143	57 0 0
Cathcart - - Par. 3	- - -	86	35 0 0
Crossmyloof - 11	- - -	154	71 16 8
Eaglesham, Female Industrial 8	164 0 0	97	23 10 0
Eaglesham - - Par. *a*			
Eastwood - - Par. 11	- - -	212	108 2 6
Gerslie, Wallace 8	- - -	76	40 8 4
[illegible]ock, Infant.			
[illegible]ock - - F.C. 10	- - -	145	58 15 0
[illegible]ock, Crawfurdsburn - F.C.	327 17 6		
Greenock, East Epis. 9			
Greenock, Female Sch. of Industry 7	- - -	195	78 7 6
Greenock, Finniestoun Mission - 10	- - -	198	65 4 2
Greenock, Free Middle Church District Mission - 10	- - -	168	19 5 0
Greenock, Gaelic Church, Female Industrial - 7	- - -	67	47 0 0
Greenock, Gaelic Church - - Sess. 7	- - -	178	82 10 0
Greenock (Highlanders') - - F.C. 11	*600 0 0 550 0 0	459	159 0 0
" " "			
Greenock, Middle Parish (Ann Street) - - Sess. 7	*120 0 0	296	94 8 4
Greenock, Ragged and Industrial -	1,000 0 0		
Greenock, St. Andrew's - - G.A.	*190 0 0		
Greenock, St. John's East - Epis.	*80 0 0		
Greenock, St. Mary's - - R.C. 5	- - -	266	112 9 2
Greenock, South Parish - - G.A.	*200 0 0		
Househill, Endowed - Ch. of S. 2	- - -	83	57 3 4
Houston - - F.C. 11	218 0 0	55	25 13 4
Houston and Killellan - - Par. 2			
Hurlet and Nitshill, Public - 11	777 0 0	68	40 16 8
Inchinnan - - Par. 7	- - -	70	18 0 0
Johnstone, Ragged	265 4 0		

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.
Jordan Hill, Industrial - - 10	- - -	67	21 0 0
Kilbarchan, Female 3	- - -	95	57 0 0
Kilbarchan - Par. 3	- - -	104	44 3 4
Kilmalcolm - Par. 8	- - -	88	61 10 0
Ladyburn, Subscription.			
Linwood - - Par. 11	- - -	50	
Linwood - - R.C. 5	- - -	35	15 0 0
Lochwinnoch, Howwood, New 4	318 0 0	54	45 10 0
Lochwinnoch, Macdowall, Female 1	- - -	101	58 0 0
Lochwinnoch - Par. 1	- - -	139 25	59 10 0
Mearns - - Par. 2	- - -	74	22 15 0
Neilston - - Par. 3	- - -	193	82 9 2
Neilston Spiers, Female - Ch. of S. 4	182 0 0	77	30 0 0
Neilston, St. Thomas' - - R.C. 5	- - -	87	44 4 2
Nitshill - - R.C. 5	- - -	81	43 14 2
Oswald - - F.C. 3	- - -	98	38 0 0
Paisley, Abbey Cardonald - 4	289 0 0	51	21 10 0
Paisley, Abbey Parish, Dickson's Ch. of S. 5	50 0 0	69	26 0 0
Paisley, Abbey Parish, Dovecote Hall.			
Paisley, Abbey Parish, Newtown District - Ch. of S. 5	- - -	144	77 0 0
Paisley, Abbey Parish (Quarrelton) - - 4	- - -	150	58 5 0
Paisley, Balaclava 11	- - -	32	21 10 0
Paisley (Carbrook Street) - - Sess. 5	*700 0 0	162	80 6 8
Paisley (Causeyside) - - - Sess. 5	- - -	160	67 3 4
Paisley, Free High Church, Congregational F.C. *b*			
Paisley (George Street) - - Sess. 5	240 0 0	263	131 3 4
Paisley, Hunter Street, Female Industrial.			
Paisley, Inkerman Works - - F.C. 11	- - -	116	84 12 6
Paisley, J. Neilson's Educational Inst. - 5	- - -	651 80	318 13 4
Paisley, Miss Stow's Industrial and Moral Training - - 11	359 0 0	200	106 0 0
Paisley, Newtown, Infant - - 5	150 0 0	145	66 19 2
Paisley, Ragged, Ch. of S.			
Paisley, Ragged, Industrial and Reformatory.			

a Removed from inspection.

b School discontinued.

Name and Denomination of School, Month when ection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.
Paisley, St. George's Mission - - F.C. 11	- - -	131	51 10 0
Paisley, St. Mirren's - - R. 5	- - -	209	100 2 6
Paisley (Stevenson Street) - F.C. 11	216 0 0	146	89 10 0
Pollockshaws, Burgh - - 2	- - -	99	36 1 8
Pollockshaws, Industrial - 3	711 0 0	204	190 6 8
Pollockshaws, Infant - Ch. of S. 7	150 15 0	45	6 13 4
Port Glasgow, St. Gonval's - R.C. 5	- - -	138	47 0 0
Port Glasgow, Seaton's - - 7	- - -	90	35 0 0
Port Glasgow, Burgh - Glasgow - Epis. 9	- -	86	68 0 0
Port Glasgow - F.C. 11	- - -	224	98 6 8
Port Glasgow, Industrial - 7	- - -	102	46 0 0
Port Glasgow, St. John's - R. 5	- - -	90	51 14 2
Port Glasgow, New - - Par.	550 0 0		
Renfrew, Blythswood Testimonial and Grammar.			
Renfrew, Old Burgh, Boys - 11			
Renfrew, Old Burgh, Female 11	- - -	172	57 0 0 25 0 0
Seedhills - - Sess.			
Thornliebank - 7	- - -	78	27 13 4
Thornliebank, Female - - 7	- - -	71	29 0 0
Thornliebank, Infant - - 7	- - -	120	64 0 0
Titwood Colliery 11	- - -	56	21 10 0
Undercraig - 7	180 0 0	60	26 10 0
Uplawmoor, Public 7	- - -	56	23 0 0
ROSS-SHIRE.			
Achadesdale - F.C. 7	90 0 0	58	20 0 0
Achnagart - - G.A. 5	- - -	34	18 0 0
Alness - - F.C. 6	- - -	77	45 5 0
Alness - - Par. 5	- - -	31	16 10 0
Ardross - - F.C. 6	- - -	87	49 0 0
Arpafeelie - - Epis. 8	- - -	41	23 16 8
Aultbea - - G.A. 5	- - -	36	21 13 4
Bridgend of Alness - - F.C. 6	- - -	52	20 0 0
Bualnaluip - F.C.			
Conon - - F.C. 2	- - -	65	25 0 0
Contin - - Par. 4	- - -	31	25 0 0
Comarty - - F.C. 2	95 10 0	110	44 0 0
Comarty - - Par. 5	- - -	42	21 10 0
Dalbokie of Findon Ch. of S. 5	- - -	34	22 10 0
Dalish - - F.C. 2	- - -	58	32 15 0
Dalliendden - F.C. 2	- - -	80	45 10 0
Dibaig - - F.C.			
Dingwall - - F.C. 6	- - -	191	83 0 0
Dornie, Female 4	- - -	26	4 3 4

Name and Denomination of School, and Month when Inspection is due.	Gra... Buil... Enlar... ment, Improve... ments, or Fixtures.		
ROSS-SHIRE—*cont.*	£ s. d.		
†Druim an Darach.			
Earbusaig - - G.A. 4	- - -	37	
Edderton - - F.C. 4	- - -	40	
Evanton, Female - 2	- - -	56	
Fearn, Hill of - F.C. 3	- - -	71	
Gairloch - - Par. 5	- - -		
Highfield - - Epis. 8	- - -	80	
Inversasdale - F.C.			
Invergordon - F.C. 6	133 0 0	108	
Jemimaville - F.C. 2	- - -	83	3
Killearnan - F.C. 2	- - -	137	76
Kilmuir Easter - Par. 5	- - -	38	25
Kiltearn - - F.C. 2	- - -	51	9
Kincardine, Congregational - F.C. 4	- - -	44	6 5
Kincardine - Par. *a*			
Knockbain - Par. 4	- - -	98	44 0
†Laid, Parliamentary.			
Lochalsh - - Par. 4	- - -	42	15 0
Lochcarron - Par. 4	- - -	112	52 6
Lochs - - - Par. 8	- - -	30	15 0
Logie Easter - Par. 5	- - -	41	15 0
Maryburgh - F.C. 6	295 0 0	110	54 16
Mossfield, Gaelic Association - 5	- - -	37	20 0
Muirtown - - G.A. *b*			
Nigg, Female - Par. 5	- - -	35	13
†Openham - - F.C.			
Plockton - - F.C. 7	- - -	88	55
Pool Ewe, Agricultural - - -	90 0 0		
Rosemarkie - F.C. 2	100 0 0	50	21
Roskeen - - Par. 5	- - -	17	18
Saltburn - - F.C. 6	- - -	59	15
Stornoway, Female, Educational and Industrial - 8	- - -	163	78 0
Stornoway - F.C. 8	159 0 0	74	38 5 0
Stornoway - G.A. 8	- - -	57	35 0 0
Strathconan, Lady Balfour's - 4	- - -	36	16 10 0
Tain - Burgh and Par. 5	- - -	76	10 0 0
Tain, Congregational - - F.C. 6	- - -	87	18 0 0
Tarbat - - F.C. 3	- - -	97	32 6 8
Tarbat - - Par. 5	- - -	178 16	76 0 0
Ullapool - - F.C. 7	187 0 0	97	82 0 0
Urray - - Par. 4	- - -	56	18 0 0
ROXBURGHSHIRE.			
Ashkirk, Female 3	- - -	21	1 0 0
Ashkirk - - Par. 3	- - -	49	21 10 0
Bowden - - Par. 3	- - -	50	30 0 0
Cavers - - Par. 11	- - -	42	34 13 4
Caverton Mill (Eckford Side) 12		-	41 15 0 0
Clarilaw Side - 3	- - -	46	15 0 0
Darnick, Subscription - - - 11			
Fairnington - G.A. 12	60 0 0		
Galashiels - - R.C. 2	- - -	49	12 5 0
Gattonside, Village -	123 0 0		
Hawick, Elementary Par. 11	- - -	321	143 3 4

a Removed from inspection.

b School d... ...ed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last Annual Grant (within Year ending 31 Dec. 1867). Average Attendance.	Amount paid.
...n—*cont.*	£ s. d.		£ s. d.
..., Cuth-			
Epis. 10	- - -	121	58 0 0
...est			
- F.C. 2	- - -	97	15 0 0
...d Will			
...l -	685 14 4		
Par. 12	72 0 0		
11	- - -	100	37 13 4
Par. 11	- - -	46	23 0 0
...pis. 10	279 9 6	137	34 0 0
...ss. 11	374 17 6	79	10 8 4
...ar. 11	- - -	62	31 13 4
3	- - -	62	30 0 0
...rum),			
4	- - -	39	
- F.C. 2	- - -	64	21 5 0
- Par. 11	- - -	57	35 0 0
- Par. 3	- - -	42	15 0 0
11	- - -	45	21 10 0
...n - - Par. 12	- - -	73	15 0 0
...nholm - F.C.			
...lton - Epis. 10	- - -	53	30 10 0
...lfeice, Female 3	- - -	35	7 10 0
...holme, Kirk - G.A. 12	117 0 0	62	17 18 4
...olme - - Par.			
...me, Town,			
... - - 12	93 0 0	62	32 10 0
...LKIRKSHIRE.			
G..., Subscription 11	200 0 0	219	42 10 0
Galashiels - Epis. 10	450 0 0	126	62 0 0
Galashiels - - Par.			
Selkirk, Burgh - 11	158 8 0	158	41 10 0
Yarrow - - Par. 3	- - -	37	20 0 0
Yarrowford - 3	- - -	24	24 8 4
STIRLINGSHIRE.			
Airth - - Par. 1	- - -	88	44 0 0
Alva, Girls.			
Alva, Infants - 6	116 10 0	197	58 10 0
Alva, Subscription 6	197 0 0	132	78 16 8
Auchenbowie and Plean.			
Auchentroig - 4	- - -	24	2 10 0
Bainsford, Self-supporting - 7	- - -	125	39 16 8
Balfron, Female Industrial - 2	- - -	63	34 11 8
Balfron, Female Industrial - F.C. 4	- - -	56	13 0 0
Balmore, Female Industrial - 11	- - -	30	12 0 0
Bannockburn, Subscription - - 6	- - -	92	51 10 0
Bannockburn - F.C.			
Banton, Subscription - - - 2	40 0 0	83	38 13 4
Blackbraes Colliery 1	- - -	80	15 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Last A... Grant (wi... Year endin... 31 Dec. 1867. Average Attendance.	...
STIRLINGSHIRE—*cont.*	£ s. d.		£ s. d.
Bonnybridge, Self-supporting - 3	- - -	93	38 16 3
Bothkenna - Par. 1	- - -	186	11 9 0
Bridge of Allan F.C. 5	- - -	120	54 14 2
Bucklyvie, Subscription - - 2	- - -	80	19 5 0
Carronshore - G.A. 6	*190 0 0	78	21 10 0
Dalmary - Sess. 2	110 0 0	37	23 0 0
Denny - - Par. 6	- - -	87	61 2 6
Denny - - R.C. 4	- - -	86	44 0 0
Drymen, Industrial - Ch. of S. 2	- - -	65	2 10 0
Dunnipace - F.C. 4	- - -	71	25 10 0
Falkirk - - F.C. 4	297 16 8	162	36 10 0
Falkirk - - Par. 7	- -	250	102 11 0
Falkirk, Ragged and Industrial.			
Falkirk, St. Francis Xavier's - - R.C. 4	- - -	—	32 18 0
Fintry, Female - Par.			
Fintry - - Par. 2	- - -	25	18 0 0
Fintry, Stewart's Endowed - 2	- - -	46	22 18 0
Gargunnock - Par. 2	- - -	33	15 0 0
Grangemouth, Subscription - - 7	- - -	169	29 10 0
Haggs - - G.A.	*80 0 0		
" - "	33 0 0		
Hurlet and Campsie Alum Company's 11	- - -	102	47 10 0
Inversnaid - - G.A. 2	- - -	15	19 10 0
Killearn - - F.C. 4	- - -	50	16 10 0
Kilsyth, Female Ch. of S. 7	- - -	86	50 6 8
Kippen - - F.C. 5	106 13 7	62	39 0 0
Kirklane and Gargunnock - F.C. 4	- - -	30	20 16 8
Larbert - - F.C. 3	130 0 0	160	54 10 0
Larbert - - Par. 7	- - -	192	45 13 4
Larbert, Village 7	207 0 0	57	15 0 0
Lennoxtown, Oswald - Ch. of S. 11	288 0 0	92	31 10 0
Lennoxtown, New Subscription - - - 11	*280 0 0	79	35 5 0
Lennoxtown, St. Paul's - R.C. 4			
Milngavie, Public - 11	- - -	112	63 0 0
Milngavie, Subscription - - - *a*			
Milngavie, Infant, Subscription - - 11	- - -	—	21 5 0
Ninian's, St. - Par. 6	- - -	113	53 12 6
Plean, East, Subscription - - 3	- - -	37	17 10 0
Polmont, Female - 1	- - -	56	32 10 0
Polmont - - F.C. 4	225 10 0		
Polmont - - Par. 1			
Raplock.			
Redding, Muirhead - - G.A. 7	- - -	204	84 6 0
Redding, Village - 3	- - -	50	21 10 0
Slamannan - F.C. 3	180 0 0	111	12 18 0
‡Slamannan - Par.			
Stirling, Allan's G.A. 6	- - -	223	119 12 0
Stirling - Epis. 2	- - -	77	41 10 0

a Removed from inspection.

LBBSJ
*110233

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